English *for* Iraq



5th Preparatory Activity Book

by **Olivia Johnston**
and **Mark Farrell**

Garnet
EDUCATION





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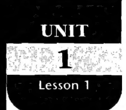
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CONTENTS



Lesson 1

A 🎧② **Listen and repeat.**

I know, but ... Listen to this. Are you joking?

Really? That's nice.

B **Mark the sentences about Alex and Fareed true (T) or false (F).**

1 Alex is writing a card to his mother. ☐
2 It's her birthday today. ☐
3 Alex hasn't got a present for his mother. ☐
4 Fareed is Iraqi. ☐
5 Fareed never sends cards. ☐
6 Fareed wants to buy a card for his mother. ☐

C **Circle the correct words to complete the sentences.**

1 Who *she speaks/is she speaking/does she speak* to on her mobile? She is getting very angry!

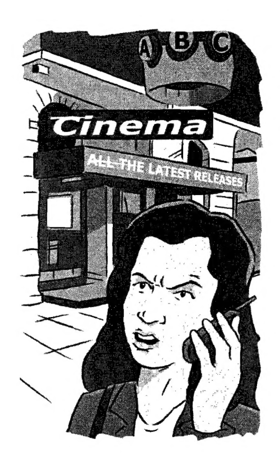
2 *Do you use/Does she use/Are you using* your English grammar book at the moment, or can I borrow it for ten minutes?

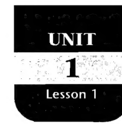
3 We often *seeing/are seeing/see* Fuad in the park with his brother.

4 Mona can't come out today. She *cooks/'s cooking/does cook* food for the party.

5 When I read, I *don't wear/not wearing/am never wearing* my glasses.

6 My parents are away. They *don't travel/travel/are travelling* around the Middle East at the moment.





D **Use the prompts to write sentences in the present simple or the present continuous.**



Example: Look at this picture of Ameera. She (wear) a crazy hat!
She's wearing ________ a crazy hat!

1 Please be quiet. I (try) to do my Maths homework.

2 What time (he usually) get home from work?

3 We (not usually go out) in the middle of the day because it's too hot.

4 Huda can't see the board because she (not wear) her glasses today.

5 (children wear) a school uniform in Iraq?

6 Waleed and Yousef (study) in England at the moment.

Complete short answers.

Example: Are you watching a DVD? Yes, I am ________.

1 Are you enjoying your course? Yes, I ________.

2 Do you know Bilal? No, ________.

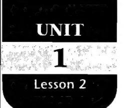
3 Are you eating at the moment? No, we ________.

4 Is your mobile ringing? Yes, ________.

5 Do you remember me? Yes, of course ________.

6 Do they work in Basra? Yes, ________.

7 Does this DVD player work? No, ________, I'm afraid.



Lesson 2

A **③ Listen and repeat the adjectives from Samira's e-mail. How do you say the words in Arabic? Check in a dictionary and write the translation.**

1 patient ____________ 6 bossy ____________

2 kind ____________ 7 sociable ____________

3 generous ____________ 8 bad-tempered ____________

4 fortunate ____________ 9 easy-going ____________

5 traditional ____________ 10 calm ____________

B **Complete each sentence with a word from Exercise A.**

1 My uncle always gives me expensive presents. He is very ____________.

2 Rashid loves meeting new people. He is a very ____________ person.

3 Hasan helped the old woman to cross the road. He is a ____________ boy.

4 There is a fire in the building. We have to leave immediately. Please be ____________ and don't run.

5 You are very ____________. You have a lovely family and a good job.

6 I was singing and Sultan shouted at me and told me to be quiet. Why is he so ____________ today?

7 My father is always relaxed and he never gets angry. He is usually very ____________.

C **All these words can be used about people. Check their meaning. Then write a sentence with each one in your notebook.**

Example: boring *He spends all his time on the Internet. He's very boring.*

funny	nosy	serious	jealous	quiet
honest	popular	shy	lazy	selfish



 **Write a paragraph describing a friend. Use five of the adjectives from this lesson.**

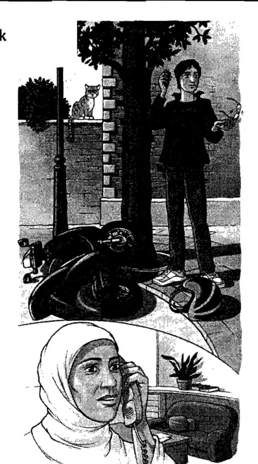
Huda

Huda is one of my best friends. She is very funny. She always makes me laugh.

Lesson 3

A **Read the conversation on Student's Book page 8 and mark the sentences true (T), false (F) or don't know (DK).**

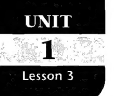
1 Hadi has just had an accident. ☐
2 He often has accidents. ☐
3 He has fallen off his bicycle. ☐
4 Hadi's mother is very angry with him. ☐
5 Hadi has cut his leg. ☐
6 Hadi has broken his glasses. ☐
7 Hadi is going to sell his scooter. ☐



B 🎧 ⑤ **Listen and repeat.**

What's the matter? Honestly! Are you OK?

Not really. Please calm down.



C **Complete the conversation with the correct forms of the present perfect simple.**

A: I can't see the board.

B: Have you lost ________ (you / lose) your glasses again?

A: Yes, I have. ① ________________ (you / see) them anywhere?

B: No, I ② ________________. ③ ________________ (you / tell) the teacher?

A: Yes, I ④ ________________ and I ⑤ ________________ (write) a notice.

B: Really? I ⑥ ________________ (not see) your notice. ⑦ ________________ (the secretary / put) it on the school noticeboard yet?

A: Yes, she ⑧ ________________, but nobody ⑨ ________________ (find) my glasses.

D **Complete the sentences with the past simple or the present perfect simple of the verbs in brackets. Write PS (past simple) or PPS (present perfect simple) after each sentence.**

Example: ***(break)*** "Help! Help! I think I have broken my leg." PPS

Last year my sister broke her arm in a car accident. PS

1 ***(make)*** "Come to my house for a coffee. I ① ________________ a delicious cake." ______

"② ________________ it last night?" ______

2 ***(write)*** "③ ________________ (you) to Hasan yet?" ______

"Yes, I ④ ________________ to him last week." ______

3 ***(have)*** "Would you like some chicken and rice?"

"No, thanks. I ⑤ ________________ my supper." ______

"Really? What time ⑥ ________________ (you) it?" ______

4 ***(eat)*** "There's no cheese in the fridge. Somebody ⑦ ________________ it all." ______

"Sorry, that was me. I ⑧ ________________ it for breakfast." ______



Lesson 4

A **Check the meaning of these words. 🎧⑥ Then listen and tick (✓) the things Waleed and Josie talk about.**

a castle	☐	the weather	☐	Scottish music	☐
a ghost	☐	politics	☐	clothes	☐
Scottish food	☐	the sea	☐	films	☐
the countryside	☐	fishing	☐		

B **🎧⑦ Listen again and mark the sentences true (T) or false (F).**

1 Waleed has been in Britain for three weeks. F

2 He's going back to Iraq in one week. ☐

3 He stayed in a castle in Scotland. ☐

4 He saw a ghost in the kitchen of the castle. ☐

5 He didn't like the Scottish countryside. ☐

6 It doesn't rain very much in Scotland. ☐

7 British people love sunny weather. ☐

8 Waleed went swimming in a lake in Scotland. ☐

9 He listened to Scottish music. ☐

C **Complete the sentences with the present perfect simple, using *been* or *gone*.**

1 They ________ to Dubai. They'll be back in Iraq in five days.

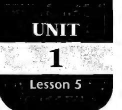
2 What's Casablanca like? I don't know. I ________n't ________ there.

3 The Al Badri family isn't here at the moment. They ________ on holiday.

4 Is Adam here or ________ he ________ to football practice?

5 I want to go to Scotland. I ________ there twice. It's a nice place.

6 I'll show you around Baghdad. ________ to the museum?



Lesson 5

A **Listen and repeat.**

I'd love to. I forgot about that. That's right.

Of course not. I don't believe it.

B **Complete the questions with the correct tags.**

1 She lives in Basra, ________________?

2 He has a flat in Beirut, ________________?

3 You like Lebanese food, ________________?

4 You haven't met Jameel, ________________?

5 They didn't expect to see us, ________________?

6 We aren't making too much noise, ________________?

C **Work in pairs. Role-play Khalid checking information with Martin. Use question tags and short answers.**

You've heard ... Martin arrived a week ago.

1 He's staying at the Sheraton Hotel.

2 He doesn't know many people in Kirkuk.

3 He hasn't been to Iraq before.

4 He speaks a little Arabic.

5 He can windsurf and scuba dive.

6 He would like to go camping in the desert.



D **Now write four more of Khalid's questions.**

Example: *You're staying at the Sheraton Hotel, aren't you?*



Lesson 6

A **Read and complete the question tags.**

Rana: You're Liz Pitt, ① ____________ you?

Liz: That's right.

Rana: I'm Rana Sami. We met in Beirut last year, ② ____________ we?

Liz: In Beirut?

Rana: Yes. You were studying there, ③ ____________ you?

Liz: That's right.

Rana: You still don't remember me, ④ ____________ you?

Liz: No, I don't, I'm afraid. I've got a really bad memory.

Rana: Don't worry about it.

Liz: Wait a minute. I remember you now. But you weren't wearing glasses in Beirut, ⑤ ____________ you?

Rana: You're right. I wasn't.

B 🎧 ⑩ **Listen and check your answers.**

C 🎧 ⑪ **Listen and repeat.**

1 You're Dave Riley, aren't you?

2 We met at the airport, didn't we?

3 You were with your uncle, weren't you?

4 You don't like flying, do you?

5 You didn't expect to meet me again, did you?

D **Practise the dialogue in Exercise A. Say it again, changing the underlined words.**



E **Check information with your partner like this:**

Yj lije in Alhamja S jee , djn' jj ?

Ye , ha ' jigh .

Check about your partner's:

- home
- father's job / mother's job
- brothers and sisters (how many? how old?)
- hobbies
- things they're good at
- likes and dislikes
- activities yesterday
- friends

 **Match the sentence halves. Then write the sentences and add question tags.**



1 Babylon City	f	a) an English name.
2 Al Kindi wrote		b) deserts in Europe.
3 Falcons have got		c) many books on Geometry, Medicine and Philosophy.
4 Most people didn't have mobile phones		d) yellow eyes.
5 Pierre isn't		e) Lebanese.
6 The famous singer Fairouz is		f) ~~is about 85 kilometres south of Baghdad.~~
7 There aren't any		g) twenty years ago.

Example: Babylon City is about 85 kilometres south of Baghdad, isn't it?



Lesson 7

A **Write the verbs in the present perfect continuous.**

Example: You look hot. How long have you been working (work) in the garden?

1 She's tired because she ______________ (not sleep) well recently.

2 Salwa's in the kitchen. She ______________ (cook) for three hours now.

3 We're bored. We ______________ (play) computer games all afternoon.

4 I can't find my glasses. I ______________ (look for) them all day.

5 He's going to fail his exam. He ______________ (not work) very hard.

B **Write sentences in the present perfect continuous with *for* or *since*.**

Examples: They are playing football. They started twenty minutes ago.
They've been playing football for twenty minutes.

She's writing letters. She started at two o'clock.
She's been writing letters since two o'clock.

1 I'm writing a poem. I started on Tuesday.

____

2 We're waiting for a bus. We started waiting at ten o'clock.

____

3 You're watching TV. You started an hour ago.

____

4 They're making Eid cakes. They started two days ago.

____

5 It's raining. It started two hours ago.

____

6 She's crying. She started crying ten minutes ago.

____



Imagine you are staying at Lake View Holiday Camp. Write a postcard to a friend saying what you have been doing and what your friends have been doing. Look at Student's Book page 11 for ideas. Write about 70 words. Use some of the phrases below.

Dear ...,	I am having a great time at Lake View Holiday Camp. I've been ...
I've also been ...	My friend has been ... Hope to hear from you soon,

Lesson 8

A **Read the magazine article (A) on Student's Book page 12 again. Then complete each sentence below with a word from the article.**

Example: The ____first____ Babylon International Festival was held in 1987.

1 There are __________ main theatres used for the Festival.

2 The Babylonian Theatre is the largest __________ in the city.

3 The Festival is a popular __________ event and is attended by newspaper, Internet and television journalists.

4 Ninimach Temple Hall is used for some of the smaller __________ in the Festival.

5 Poets, novelists and short-story writers come to __________ their work aloud and discuss it together.

6 There are lots of music performances, including folk music, musical theatre, __________ and ballet.

7 The theatres are all equipped with excellent __________ and sound equipment.

B **13 Listen and circle the word you hear.**

1 pull/bull

2 pet/bet

3 pour/bore

4 pouring/boring

5 pair/bear

6 pin/bin

7 pack/back

8 port/bought

9 cap/cab

10 rope/robe



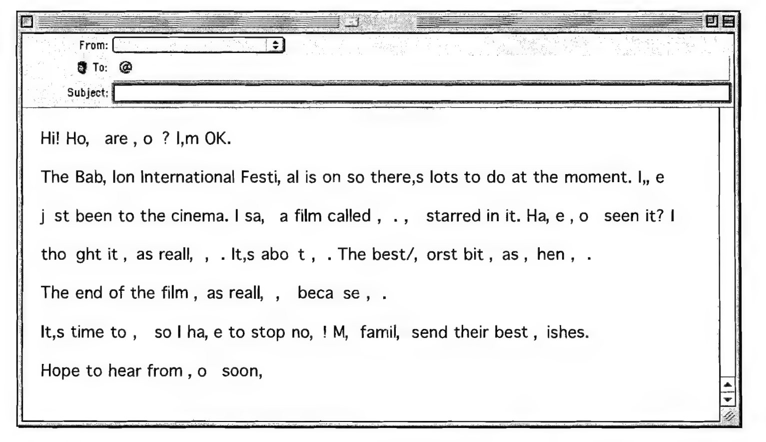
C 🎧 ⑭ **Listen and circle the word you hear.**

1 cup/cap
2 some/Sam
3 cut/cat
4 run/ran
5 tin/ten
6 Jim/gem
7 big/beg
8 bigger/beggar
9 lost/last
10 stop/step

Lesson 9

A **Write an e-mail to an English friend describing a film you saw recently. Use the notes and the words in the box to help you.**

boring	exciting	interesting	scary	excellent	sad	funny	terrible


From:
To: @
Subject:

Hi! Ho, are , o ? I,m OK.

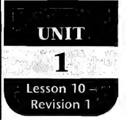
The Bab, lon International Festi, al is on so there,s lots to do at the moment. I,, e j st been to the cinema. I sa, a film called , . , starred in it. Ha, e , o seen it? I tho ght it , as reall, , . It,s abo t , . The best/, orst bit , as , hen , .

The end of the film , as reall, , beca se , .

It,s time to , so I ha, e to stop no, ! M, famil, send their best , ishes.

Hope to hear from , o soon,

B **Choose one of the events on the programme (C) on Student's Book page 13. Imagine you went to it. Write an e-mail to an English friend describing it. Write about 150 words.**



Lesson 10

Complete the sentences with prepositions from the box.

about	from	with	in	of

1 Are you excited ________________ the holidays?

2 I was really pleased ________________ my presents.

3 I'm sorry ________________ the mess in this room.

4 Layla looks ill. I'm worried ________________ her.

5 We've been watching TV for an hour. I'm bored ________________ it.

6 Are you afraid ________________ snakes?

7 Was she angry ________________ the letter?

8 You shouldn't be jealous ________________ Ammar. He has problems too.

9 I'm not interested ________________ history but I like geography.

10 You're very different ________________ your brother, aren't you?

Revision 1

A The paragraphs of this essay are in the wrong order. Put them in the correct order by numbering them 1 to 4.

DESCRIBE A SPECIAL FESTIVAL OR CELEBRATION IN YOUR COUNTRY.

☐ For those three days there are processions of dancers and bands. Lorries drive slowly through the narrow streets carrying bands and sound systems. The music is very loud. Crowds of people stand on both sides of the streets watching the dancers and following them. The dancers have amazing costumes. You can see dancers dressed as birds, as ancient Egyptians, as flowers, as butterflies or even as flames. It's very colourful and there's lots to look at.



About a million people come to Notting Hill Carnival every year. In fact, people call it Europe's biggest street party. The carnival takes place at the end of August in Notting Hill, in West London, but people from all over London join in. It's a Caribbean carnival with Caribbean music, dancing and food. It lasts three days - Saturday, Sunday and Monday.

If you don't like crowds, you shouldn't go to Notting Hill Carnival. It's full of people and sometimes the streets are so crowded that you can't move. But if you want to dance in the streets, and enjoy a Caribbean celebration, this is the place for you.

When you're tired of looking at dancers, you can try something at one of the food stalls. During carnival, there are lots of little stalls on the streets selling delicious hot and cold food. These stalls often have barbecues. Traditional carnival food includes coconuts, corn soup and barbecued chicken with rice and peas.

B **Write a list of festivals and celebrations in your country which you could write about, e.g., Eid, Independence Day, a wedding, etc.**

C **Work with a partner. Choose a festival or celebration you both want to write an essay about. Write a list of things to describe in the essay. The list can be in any order. It doesn't need detail yet.**

My cousin's wedding

clothes

what was special about the wedding?

food

guests

where was the party?

band / music / dancing

D **Decide on the order of topics in your essay. Use numbering.**

My cousin's wedding

clothes	4
what was special about the wedding?	5
food	2
guests	1
where was the party?	3
band / music / dancing	6

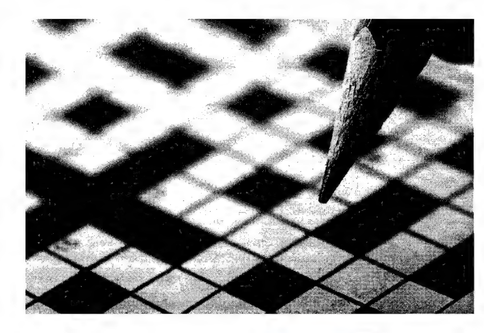
E **Write an introduction. This could give some background information, e.g., the origin or date of the festival / celebration you have chosen.**

F **Write the other paragraphs of the essay. Start a new paragraph for each new topic.**

Write the full essay in 100–150 words. Remember to add a conclusion. This could be your personal opinion of the festival or celebration. Add photos to your essay if you can.

Revision 2

Read the clues on the next page and write the answers in the crossword your teacher gives you. To help you, the muddled letters of each answer are given after each clue.



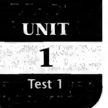


Across

4 The actors were brilliant and the music was excellent. It was a great ______. (*hows*)
5 Muslim women often wear one outside their home. (*live*)
6 The opposite of interesting. (*grinbo*)
10 There were horses, cars and musicians in the ______. (*rocpessoni*)
11 If everybody likes you, you are ______. (*rolupap*)
14 If you like meeting new people, you are ______. (*ablesioc*)
15 This person writes poetry. (*tope*)
16 This person's job is drawing or painting. (*stitra*)
20 People who don't like working are ______. (*ylaz*)
22 You see films in a cinema and plays in a ______. (*hetreat*)
23 Some people give their mother one of these on Mother's Day. (*snpeert*)
25 Artists show their work at an ______. (*hotbinexiit*)
26 If you like helping other people, you are ______. (*dink*)
27 Another word for frightened. (*creasd*)

Down

1 "Did you watch the ______ last night? The sky was beautiful."
"Yes, but my little brother was scared of the noise." (*krowsrife*)
2 A person whose job is writing books. (*werrit*)
3 My cousin is rich, beautiful and famous. I sometimes feel a bit ______ of her. (*sloujae*)
4 Fairouz is a famous Lebanese ______. (*resing*)
7 "How much money have you got in the bank?" "I'm not telling you. Don't be ______." (*onsy*)
8 My uncle is very ______. He gave my brother a car for his twentieth birthday. (*soungere*)
9 She can play the guitar, the piano and the oud. She is a great ______. (*canimuis*)
10 I'm happy to wait as long as you like. I am very ______. (*tinepat*)
12 I don't have enough money to buy clothes in that shop. Everything is too ______. (*pevenesxi*)
13 He's angry about something again. He is always very ______. (*dab-depermet*)
15 The actors were very good. At the end of the ______ we all stood up and clapped. (*yalp*)
17 He only thinks about himself. He is very ______. (*lefhiss*)
18 During the cultural ______ there are plays, films, concerts and exhibitions every day. (*lastifev*)
19 I'm ______. All my friends are out and there's nothing on TV. (*drobe*)
21 Does your mother get ______ if you come home late? (*ordriew*)
24 I've got a new Kadhim Al Sahir CD. You must listen to this ______. (*sgno*)



Test 1

A **You will hear some information about the Babylon International Festival.**
⑮ Listen and complete the leaflet.

BABYLON INTERNATIONAL FESTIVAL

The festival began in: ① *(write the year)* __________.

This year's festival opens on: ② *(write the date)* ____________________

with ③ __________ in Babylon City Centre at ④ *(write the time)* __________ p.m.

Performances of the Shakespeare play ⑤ *(write the title)* ____________________

are at the Babylon Theatre on ⑥ *(write the day)* __________.

The performance starts at ⑦ __________ p.m.

Price for adults: ID ⑧ __________

Price for children and students: ID ⑨ __________

Exhibition of ⑩ ____________________ starts on:

⑪ *(write the day)* __________ in the Ninimach Temple Hall. Times are from:

⑫ __________ a.m. until ⑬ __________ p.m. Entry is ⑭ __________.

The exhibition is not open on ⑮ __________.

B **Complete the sentences with words from the box.**

bad-tempered	bored	easy-going	expensive	jealous
generous	lazy	popular	sociable	worried

1 I'm __________. Let's go to the cinema.

2 Don't buy those pastries. Everything in that shop is too __________.

3 My sister is very __________. She never gets angry.

4 We were very __________ when my grandfather was in hospital last month.



5 Calm down and stop shouting. There's no need to be ________________.

6 Adel always helps people and gives to charity. He is a very ________________ person.

7 Everybody wants to be Karim's friend. He is one of the most ________________ boys in my school.

8 My Aunt Farida invites her friends round all the time. She also loves meeting new people. She is very ________________.

9 Faris doesn't like you. I think it's because you always get better marks than him. He is probably ________________.

10 It's eleven o'clock in the morning and you're still in bed. Get up and stop being so ____________.

C Match the sentences. Then put the verbs in brackets in the present simple or present continuous.

1 Take your passport and papers with you.	f	**a)**	He always (work) there on Saturdays.
2 I don't need an umbrella.		**b)**	It (not rain) at the moment.
3 Mariam isn't eating anything.		**c)**	She never (have) breakfast.
4 I'm cold.		**d)**	That's why I (put) on my jacket.
5 Dan's at the shop.		**e)**	I (not wear) my glasses today.
6 I can't see the board.		**f)**	The police (often /stop) cars on that road.

The police often stop cars on that road.

____

____

____

____

____

D **Complete the questions with the correct tags.**

Example: You live in Kirkuk, don't you *?*

1 Mark hasn't gone home yet, ______________?

2 There weren't many people at the park, ______________?

3 It's been raining, ______________?

4 I'm not making too much noise, ______________?

5 Ahmed doesn't wear glasses, ______________?

6 Halah has been ill for a week, ______________?

7 They're coming to stay next month, ______________?

8 It was terribly hot yesterday, ______________?

9 I don't look like my mother, ______________?

10 You've been swimming, ______________?

E **Complete the dialogue with the present perfect simple or the past simple.**

A: Can I borrow your English book?

B: I'm sorry, but I ① ______________ (take) it to school yesterday and ② ______________ (leave) it there. Where's yours? What ③ ______________ (you / do) with it?

A: I ④ ______________ (lose) mine. I ⑤ ______________ (look) everywhere for it but I ⑥ ______________ (not find) it yet.

B: Perhaps it ⑦ ______________ (fall) out of your bag when you were walking home from school this afternoon.

A: That's possible. I ⑧ ______________ (hear) a funny noise on my way home, but I ⑨ ______________ (not look) round because I ⑩ ______________ (not think) it was anything important.



Test 2

A **The paragraphs of this letter are in the wrong order. Put them in the correct order by numbering them 1 to 7.**

4 King Street
Glasgow W6 9PQ
Scotland
2nd January

Dear Halima,

☐ After a few dances, we looked at the time. It was nearly midnight. We all stood in a circle looking at the clock. Ten seconds before midnight, we started counting: "Ten, nine, eight, seven, six, five, four, three, two, one." We all held hands and sang the famous Scottish song 'Auld Lang Syne'. That means Old Times Long Ago. We went to bed at about two in the morning.

☐ After dinner, we pushed all the furniture to the side of the room to do Scottish dancing. My father and my brothers were all wearing their kilts - that's a kind of Scottish skirt that men wear for parties. And my Uncle Craig played the bagpipes. Bagpipes are a Scottish musical instrument. They make a strange sound a bit like a baby crying.

☐ Anyway, now I'm going to tell you all about our New Year's Eve celebrations. You probably know that New Year's Eve (evening) is on the 31st of December and New Year's Day is January 1st. Most people in Britain stay up until midnight on New Year's Eve. That's what we did.

☐ I must stop now. It's time for my first swim of the new year! Please write to me and tell me something about a traditional celebration or festival in your country.

1 Thank you very much for your New Year greetings. It was really nice to hear from you. I had a great time this New Year. We had a lot of relations visiting us from Australia so it was really special this year. I've only met my Australian cousins twice before. It's too far away for them to come to Britain very often.

☐ The next day was New Year's Day. I woke a bit tired after the late night and immediately started to think about New Year's resolutions. My brother has made a resolution to work harder at school. I have made two resolutions this year - one is to go swimming more often. The other is to visit my grandmother every week.

☐ We started our New Year's Eve party with a big meal - roast lamb, roast potatoes, carrots and lots of other vegetables. Then we had dessert. There was chocolate cake with ice-cream and apple pie. I ate too much!

All the best,
Kirsty

B Answer these questions about the letter.

1 Why was New Year better for Kirsty and her family this year?

____

____

2 What date is New Year's Day in Britain?

____

3 What did they have for dinner on New Year's Eve?

____

____

4 Why did they move the furniture to the side of the room?

____

5 What are bagpipes?

____

6 What did the family do at midnight? (two things)

____

____

7 What is a New Year's resolution? Explain in your own words.

____

____

C Write a letter to a friend in Britain describing a traditional celebration in Iraq. Write about 150 words. Start like this.

Dear ____________

You asked me to tell you about a traditional celebration in my country. I am going to tell you about ____________.



Further Practice 1

A **Role play – Student's Book page 16.**

Student B – Dialogue 1: Listen to Student A's part and choose the correct answers.

B jj ge a l nch bjeak a 12.30, djn' jj ?

Then j hj didn' jj jhjne me?

Wha dj jj mean?

Oh nj! I'je j jemembejed. I ' j i ched jff.

Ye , I haje. Abj an hj j.

Dialogue 2: Read your part and listen to Student A's part.

B: Have you been eating spaghetti?

A: ______________________________

B: You've got tomato sauce all round your mouth.

A: ______________________________

B: I am too. I've been working all day.

A: ______________________________

B: Painting my room.

A: ______________________________

B: Green and white. It looks great.

A: ______________________________

B: Of course. But I haven't finished yet.



B **Match the sentences (A to H) below to the gaps in the conversation.**

Mike: Is it a holiday? Everyone looks really happy.

Sa'eed: ① ______

Mike: Eid al Fitr? What's that?

Sa'eed: ② ______

Mike: So how exactly do you celebrate it?

Sa'eed: Well, ten days before the end of Ramadan, ③ ______

Mike: But what do you do on the big day itself?

Sa'eed: Well, ④ ______ and go to the mosque for prayers.

Mike: Then what?

Sa'eed: ⑤ ______ That's very important.

Mike: Do children get presents?

Sa'eed: Yes. ⑥ ______

Mike: What about food? Is there a special meal?

Sa'eed: There certainly is. ⑦ ______

Mike: And how do you greet each other on Eid al Fitr?

Sa'eed: ⑧ ______

Mike: Eid Mubarak, Sa'eed!

A first we put on our best clothes

B In fact, everyone in the family gives each other presents.

C It's the festival just after Ramadan.

D people start decorating their houses and buying presents.

E The whole family has a really big meal.

F We give money to charity.

G We say 'Eid Mubarak'.

H Yes, it's Eid al Fitr today.

C ⑯ **Listen and check. Then practise the dialogue with a partner. Add your own questions and answers.**

Wha dj jj allj haje fjj l nch a Eid?

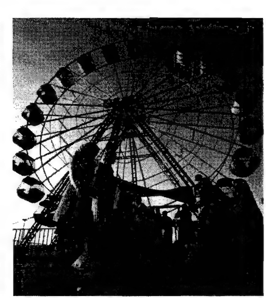
Wha j je en haje jj had hi Eid?



Further Practice 2

A **Here are three more verses for the poem on Student's Book page 17. Write the lines from the box in the correct places.**

- The silver moon shows her slim face.
- Let's live life well in work and play.
- At Eid the fun goes on till late.







6 The sun sets in the evening sky,
It's almost time to say goodbye.
But stay a while and celebrate –
____

7 Stars appear in the night sky
Some visitors now say goodbye,
____
Life goes on at an easy pace.

8 Our future only God can say,
Tomorrow is another day.
____
Let's enjoy Eid in every way.

B **Look at these words from the poem written in phonemic script. Can you guess which words they are?**

1 /fɑːst/
2 /pɑːst/
3 /iːt/
4 /swiːt/
5 /striːt/

C **Look at the list of words below. 🎧 ⑱ Listen and practise the pronunciation.**

start, father, card
meet, feet, see
boot, fruit, true
trap, hand, ankle
lot, dog, cost
sit, picture, magic

D **How are these words pronounced? 🎧 ⑲ Listen and check.**

1 half
2 map
3 fox
4 live
5 moon
6 traffic
7 please
8 clock

E **🎧 ⑳ Listen. When you hear the number, read out the word. Then listen and repeat.**

1 started
2 bossy
3 lose
4 sorry
5 weekend
6 anybody
7 happy
8 Ramadan

Write one more verse for the poem. It can go anywhere. It doesn't have to go at the end. It doesn't have to rhyme.



Lesson 1

A **Here are some of the things people said about communication. Use verbs from the box in the past simple to fill the gaps. 🎧 ㉒ Listen and check your answers.**

be	buy	call	get	give	go	not like	receive
say	send	start	take	tell	think		

Example: "My parents ___gave___ me a mobile phone for my birthday."

1 "Yesterday, for example, I ① __________ to my friend's house after school. I ② __________ my mother from the bus and ③ __________ her I'd be late."

2 "I ④ __________ a mobile from my father when I ⑤ __________ secondary school."

3 "Yesterday I ⑥ __________ this really nice photo of my brother Adel. He ⑦ __________ it much. He ⑧ __________ it was too close."

4 "I ⑨ __________ my mobile with my own pocket money."

5 "They ⑩ __________ it would be really useful. And they ⑪ __________ right."

6 "Some of my friends ⑫ __________ me birthday cards in the post, but I also ⑬ __________ a few e-cards."

B **Match the words and write compound nouns.**

1 phone	phone game	computer
2 laptop	__________	~~game~~
3 mobile	__________	message
4 camera	__________	card
5 text	__________	money
6 pocket	__________	phone
7 birthday	__________	phone

C **🎧 ㉓ Listen and check your answers. Then listen and repeat.**

D **Work in pairs. Student A makes a true sentence using the past simple and a compound noun from Exercise B. Student B shows interest. Take turns.**

Student A: I didn't get any pocket money this week.

Student B: Bad luck! Why not?

Student A: My mother was annoyed with me.

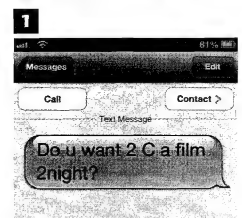
Student B: I played an amazing phone game yesterday.

Student A: Really? What was it called?

Student B: I can't remember. But I got a really high score.

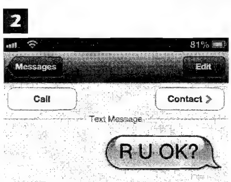
What do these text messages mean? Write them in normal English.

1



____

2



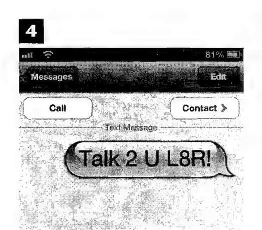
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3



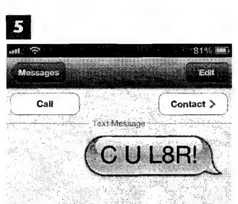
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4



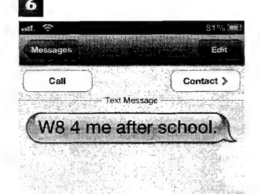
____

5



____

6



____

Lesson 2

A 🎧 25 **Listen and repeat.**

Hurry up! Here! Of course not. How does it work? It's simple.

B **Match the phrases to the pictures.**

a) click on the left-hand button

b) enter the code/the number

c) plug it in

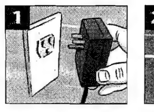
d) press the button

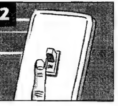
e) select a program

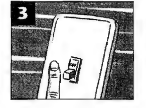
f) set the time

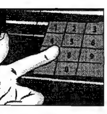
g) turn/switch it off

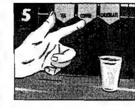
h) turn/switch it on

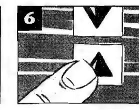


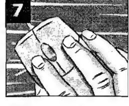


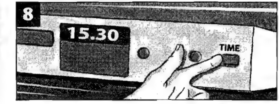






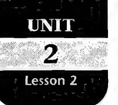






C **Match a word from each list and write the compound nouns. Check you know the meaning of each one.**

1 hair	hairdryer	camera
2 microwave	______	alarm
3 washing	______	booth
4 digital	______	control
5 computer	______	~~dryer~~
6 remote	______	machine
7 radio	______	point
8 cash	______	oven
9 photo	______	mouse



D **Work in pairs. Student A: Say a phrase from Exercise B.**
Student B: Name an item that goes with the phrase. Change roles.

Example: Student A: Click on the left-hand button.
Student B: A mouse.

E **26 Listen and mark the stress on the words in bold.**

1 Whose is this **washing machine**?
Whose is this **old machine**?

2 Did she get lots of **birthday cards**?
Did she get lots of **pretty cards**?

3 How much **pocket money** did you get?
How much **foreign money** did you get?

4 I've just had a **long message** from him.
I've just had a **text message** from him.

5 Do you want to play a **different game**?
Do you want to play a **computer game**?

Match the phrases and complete the sentences. Add a comma (,) where necessary.

1	If he drinks coffee at night	b	a) stop the car.
2	My mother gets worried		b) he doesn't sleep.
3	If I use a hairdryer		c) if they don't get water.
4	Plants die		d) if you eat too many sweets.
5	Do some research on the Internet		e) if you go out in a boat?
6	Can you get a good signal on your mobile		f) if you have a problem?
7	If the water in the engine boils		g) if I don't phone her.
8	If the battery runs down		h) if you have time.
9	You get bad teeth		i) my hair looks nicer.
10	Who do you talk to		j) you can recharge it.



Lesson 3

A Complete the instructions with the correct phrases. Then write the name of the object under each set of instructions.

- click on the left-hand button.
- Enter your code carefully.
- Put your money
- If you don't like the programme
- Take your money
- Turn the seat
- If you want to turn the volume up
- put soap powder in the drawer.
- the machine sometimes keeps your card.
- Wait outside for your pictures.
- Your clothes are clean when it stops.

1 Move it on the desk with one hand. If you want to close a window on the screen, point the cursor at the cross and ① ______________________

____

2 Open the door and put the clothes in.
Close the door and ② ______________________
Select a programme. ③ ______________________

____

3 Point it at the TV. Press one of the buttons. Wait for a picture to come on the screen.
④ ______________________, press another button.
⑤ ______________________, press the up arrow.

____

4 Put your card in. ⑥ ______________________________. If you enter it incorrectly, ⑦ ______________________________
Select the amount you want. ⑧ ______________________________ and your card.

____

5 Step inside and close the curtain. ⑨ ______________________________ to get the right height. ⑩ ______________________________ in the slot. Don't move when the red light comes on. ⑪ ______________________________

____

B **Work in pairs. Student A: Think of an object and give instructions on how to use it. Student B: Guess the object. Now change roles.**

C **Write instructions for one of these machines:**

a photocopier   an MP3 player   a mobile phone   a microwave oven

Lesson 4

A **Complete the summary of what happened to Rashid with words from the box.**

and   Because of   Eventually   First   in my opinion
Some time later   that's how   then   When   While

① ______________ he was seven, Rashid's twin sister drowned. ② ______________ that, his mother never let him go swimming ③ ______________ by the age of 16, he still couldn't swim. ④ ______________ he decided to do something about his fear of water. ⑤ ______________ he wrote a letter to the problem page of a magazine, ⑥ ______________ he joined a swimming class for teenagers. And ⑦ ______________ he finally learnt to swim. ⑧ ______________ he went on holiday in Cornwall with his friend, Justin. ⑨ ______________ they were there, Rashid saved the life of a little girl who was in trouble in the sea. ⑩ ______________, this story shows that with courage you can overcome a difficult past.



B **Cover the summary on page 32. Prepare to summarize the story in your own words. In pairs, take turns saying one sentence each. Use linking words like the ones in the box in Exercise A.**

Imagine you are Justin. Write a letter to a friend who doesn't know Rashid. Tell him about Rashid rescuing the child at the beach. Use information in the texts and your imagination. Write about 150 words. Use the model below.

Dear ______________________

Last summer I was camping in Cornwall with my friend Rashid. One day we were walking on the beach when ______________________

____

____

In my opinion, Rashid was a real hero because his sister ______________________

____

and he only learnt to swim ______________________

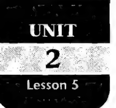
A newspaper reporter ______________________

____

I've kept a copy of the newspaper and I'll show it to you when I see you.

Bye for now,

Justin



Lesson 5

27 Listen to three messages left on answerphones and answer the questions.

Call 1

1 Who calls? *Josie*

2 Why? *She wants Nadia to come on a picnic on (date)* ______

3 Where to meet? ______

4 What time? ______

5 When should Nadia call back? ______

Call 2

1 Who does David want to speak to? ______

2 What is he calling about? ______

3 When would he like to come round? ______ or ______

4 What is his phone number? ______

Call 3

1 Where is the answerphone? ______

2 Why is nobody there to take the call? ______

3 Why is Salwa calling? ______

4 What is her phone number? ______



Lesson 6

A **Match the phrases and write full sentences.**

1 He was so angry	c	a)	we couldn't go out.
2 I was in such a rush		b)	I couldn't hear what she said.
3 It was raining so hard		c)	that he slammed the door.
4 It was such a lovely day		d)	that we couldn't have a conversation.
5 Her voice was so quiet		e)	that I forgot my purse.
6 The homework was so difficult		f)	that we went to the beach.
7 The place was so noisy		g)	that I gave up doing it.

Example: *He was so angry that he slammed the door.*

B **Study the examples and write five more sentences with phrases from the box.**

He ran so fast that nobody could catch him.

She wrote so fast she finished the letter in five minutes.

walked so slowly	spoke so quietly	worked so hard	played so badly

C **Work in pairs. Student A: Choose a word from the box and ask a question with *What was it like?* Student B: Answer using the phrase *so/such ... (that)*. Then change roles.**

wedding	hotel	party	exam	lesson	film	trip	house	weather	people

Example:

Student A: What was your cousin's wedding like?

Student B: The music was so loud that you could hear it in the next town!
OR I had such a good time that I didn't want to leave.

Lesson 7

A **Complete the conversation with words and phrases from the box.**

so crowded that	such a long way	such	that	so hot

Noor: **Would you like to** go for a walk to the shops?

Katie: **Not really. I don't feel like it.** It's ① ______________ today.

Noor: We can walk to Abu Nawas Park. It's nice and cool there.

Katie: But that's ② ______________ to walk.

Noor: Don't be so lazy! You'll like it when we get there. It's so lovely and shady under the trees.

Katie: Oh, Noor, **why don't we** go tomorrow?

Noor: No, tomorrow's Friday and it'll be really crowded.

Katie: How do you know?

Noor: I went there last Friday with Latifa and it was ③ ______________ we couldn't get a seat in the shade.

Katie: You're exaggerating a bit, aren't you?

Noor: No, really. There were ④ ______________ long queues at the drinks stalls ⑤ ______________ we nearly died of thirst.

Katie: **OK. Let's** go. But let's go for a drink and an ice-cream first to give us energy.

Noor: Honestly, Katie, it's just a walk to the park, not a trip across the Sahara!

Katie: I know. But **I really feel like** an ice-cream.

Noor: OK. **We can** have one at the Oasis Café.

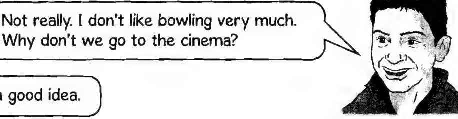
Katie: **That's a really good idea.** Let's go in ten minutes.



B 🎧 28 **Listen and check your answers.**

C **Work in pairs. Make suggestions and respond to them, using the phrases in bold in the conversation in Exercise A. Use your own ideas or the suggestions in the box below.**

go bowling   go skating   go to the park   play football / tennis
go for a walk / to the cinema   visit a museum
have a party / a coffee   stay at home and watch TV

D **Sometimes we link a consonant sound to the vowel sound that follows it.**
🎧 29 **Listen and mark the links in the sentences below.**

1 It's nice and cool there.
2 You'll like it.
3 We couldn't get a seat in the shade.
4 You're exaggerating a bit, aren't you?
5 There were such long queues at the drinks stalls.
6 Let's go for a drink and an ice-cream first.
7 It's just a walk to the park, not a trip across the Sahara!
8 But I really feel like an ice-cream.

E 🎧 30 **Listen and repeat the sentences.**

Lesson 8

A **Find words or phrases in the texts on Student's Book pages 26/27 to match the definitions below.**

Example: newest, most recent ___latest___

1 successful record ______________

2 very big ______________

3 exchange; give and take ______________

4 open to everyone; opposite of private ______________

5 information shown in numbers ______________

6 questions to find out about people's opinions ______________

7 often ______________

8 look thoroughly ______________

9 produce writing or photos on paper using a machine ______________

10 articles that give opinions (about books, films, plays, etc.) ______________

B **Find the answers to these questions.**

1 Who invented the Internet and where?

2 Who used it at first?

3 What do American teenagers use the Internet for?

C **Match the pie charts to the titles.**

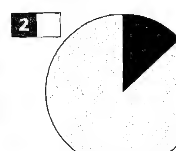
a) US teenagers who use e-mail

b) US teenagers who don't ever use the Internet

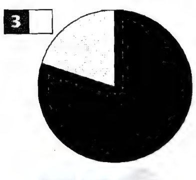
c) US teenagers who have downloaded music

1 ☐

2 ☐



3 ☐



D **What are the advantages and disadvantages of using the Internet? Discuss in groups. Use some of the phrases below.**

Agreeing
That's true. I agree. Yes, I feel the same about … That's exactly what I think. You're absolutely right.

Disagreeing
That's not true. I don't see it that way. No, that's not right. I'm sorry, I can't agree with you about … It's not true that …

Interrupting
Excuse me, could I just say something? That's true, but … Yes, but what about …?

Avoiding interruption
I've almost finished. Just let me finish. Can I just finish what I'm saying?

Lesson 9

A **Before you listen, name one good thing and one bad thing about advertising.**

B (31) **Listen and match two opinions to each speaker.**

Liam ☐ ☐

Jade ☐ ☐

Nahid ☐ ☐

Ryan ☐ ☐

1 Advertisements can be fun.

2 We pay for advertising whether we want to or not, every time we buy something.

3 Children need protection from advertising.

4 Advertisements should show smarter women.

5 Advertising gives useful information.

6 The government shouldn't allow cigarette advertisements.

7 Advertisements can make people spend too much money.

8 Advertising makes people unhappy with their own lives.



C 🎧 32 **Listen again and complete these sentences.**

1 People look at advertisements and they are not content ______________________.

2 What do you mean ______________________?

3 I think advertisements are a waste of ______________________.

4 Without ads, we wouldn't know about ______________________.

5 Do you think there's a bad side ______________________?

6 Children are easy to ______________________.

7 I don't like the way they use ______________________.

D **Discuss in groups: Do you think there should be rules about advertising? What kind of rules? Use phrases from the box below.**

Giving opinions	Asking opinions
In my opinion, … Personally, I think … It seems to me …	How do you feel about …? What's your view on …? Do you agree that …?

Checking information	Explaining yourself
What do you mean exactly? Could you explain that point? Can you give us an example of …?	What I mean is … What I'm trying to say is … My point is that …

Lesson 10

A **Read the conversation on Student's Book page 28 again and answer the questions.**

1 Why is Ammar ringing Mrs Crosby?

____

2 Where have Dave and Rob gone?

____



3 How late are they?

____

4 What is surprising about Dave's behaviour?

____

5 In your opinion, why are Dave and Rob late?

____

B Complete the sentences with the past participle of the underlined words.

Example: I'm sure she was sad when her grandmother died.

She must have ___been___ sad when her grandmother died.

1 This essay is very long. I'm sure you took days to write it.

You must have ________ days to write it.

2 He hasn't called me. Perhaps he lost my number.

He might have ________ my number.

3 Their car is here. I'm sure they haven't gone out.

They can't have ________ out.

Complete the sentences with *must have, might have* or *can't have* and the past participles of the verbs in brackets.

1 Someone phoned while you were out. I'm not sure, but it

________________ (be) someone from your office.

2 Somebody has stolen my pearls. The front door is still locked, so the thief

________________ (come) through the open window.

3 "I saw all the tourist attractions when I went to America."

"You ________________ (see) everything. You were only there for a week."

4 "Where's my letter from Janet?"

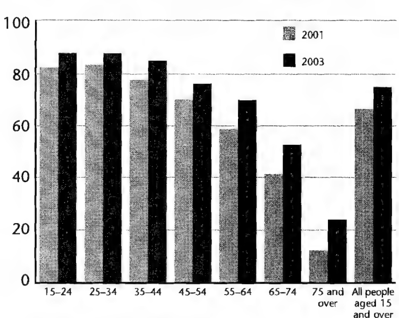
"I'm not sure, but I ________________ (throw) it away by mistake."

Revision 1

A Look at the table and the graph and answer the questions below.

Percentage of people aged 15 and over who use mobile phones in the United Kingdom

Ages	2001	2003
15–24	83%	88%
25–34	84%	88%
35–44	78%	85%
45–54	70%	76%
55–64	59%	70%
65–74	41%	53%
75 and over	13%	24%
All people aged 15 and over	67%	75%



1 What percentage of all adults aged over 15 used mobiles in 2001?

2 What was the percentage in 2003?

3 What was the increase in mobile use for all adults in these two years?

4 Which two age groups used mobile phones the most in 2001?

5 Which age group used mobile phones the least in 2001?

6 Which two age groups used mobile phones the most in 2003?

7 In which age group did mobile phone use grow the most between 2001 and 2003?

8 By how much did it increase in this age group?

9 In which age group did mobile phone use increase the least between 2001 and 2003?

10 By how much did it increase in this age group?

- Do you think there is a similar pattern of mobile use in your country?
- Guess the number of mobile phone users in your class.
- Now check and write down the correct number. Work out the percentage of mobile phone users in your class (divide the number of mobile users by the total number of pupils in the class).

B **Put the information from the graph and the table in the report by choosing the correct words and completing the spaces.**

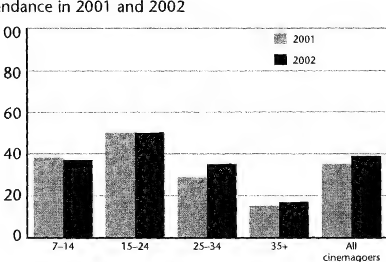
The use of mobiles among ① *adults/children* in the UK ② *rose/fell* by ③ ________% between the years ④ ________ and ⑤ ________. 25- to ⑥ ________ -year-olds were the ⑦ *biggest/lowest* users over this period, closely followed by ⑧ ________ to ________ -year-olds. In 2001, ⑨ ________% of 25- to 34-year-olds were using mobile phones, and 83% of the age group ⑩ *below/above* them. By 2003, this ⑪ *rose/fell* to ⑫ ________% for both those age groups. The lowest use of mobiles over this period was by adults aged over ⑬ ________. However, among older adults, use increased sharply, going ⑭ *up/down* by 11% and 12% among all adults aged over ⑮ ________. Among the youngest adults, use of mobiles rose less dramatically, as we have seen.

In Iraq, the pattern of mobile use is probably ⑯ similar/different. ⑰ ________% of this class, where the age group is ⑱ ________ to ⑲ ________, are mobile phone users.

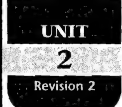
C **Study the graph and the table showing cinema attendance in the UK in 2001 and 2002. Put the information in a short report by choosing the correct words and filling in the spaces.**

UK cinema attendance in 2001 and 2002

Ages	2001	2002
7–14	38%	37%
15–24	50%	50%
25–34	29%	35%
35+	15%	17%
All	35%	39%



The total cinema attendance of all ① ________ and children aged ② *over/under* seven in the UK ③ *rose/fell* by 4% between the years 2001 and ④ ________. The ⑤ *biggest/smallest* ⑥ *increase/decrease* in attendance was among 25- to 34-year-olds. It was ⑦ ________%. Attendance among ⑧ ________ to ________-year-olds didn't change. The attendance of over 35-year-olds went ⑨ *up/down* by ⑩ ________%. Among children aged seven to ⑪ ________, attendance ⑫ ________ by 1%.



Revision 2

A **All the vowels are missing in the words below. Read the clues and write the complete words.**

Making machines work

1 PSTN	*Which … should the switch be in: up or down?*	position
2 PLG	*You have to … in the machine to make it work.*	________
3 PRSS	*… the red button and the lift will come.*	________
4 SLCT	*Another word for* choose.	________
5 TRN	*Please … the air conditioning on. It is too hot in here.*	________
6 FX	*Another word for* repair.	________

Adjectives

7 RGH	*The opposite of* calm *(to describe the sea).*	________
8 LNLY	*You feel … if you spend too much time alone.*	________
9 SFL	*A dictionary is very … when you are learning a language.*	________
10 WRNG	*The opposite of* correct.	________
11 CRWDD	*Full of people.*	________
12 FT	*Healthy.*	________

Internet

13 ML	*A message you send using the Internet.*	________
14 DWNLD	*To copy information from the Internet onto a computer.*	________
15 NLN	*When you connect to the Internet, you go ….*	________
16 SRF	*To … the net means to visit one website after another.*	________
17 WBST	*A set of pages about a particular topic on the Internet.*	________
18 LNK	*A … on the Internet connects to another page.*	________



B **Write the missing letter at the beginning and the end of each word. The clues will help you.**

1	*Could you … on a minute? I'll see if she is in.*	_ O L _
2	*I didn't break my leg when I fell over yesterday but I … it.*	_ U R _
3	*When someone dies in the water because they can't swim, they ….*	_ R O W _
4	*Don't … about me. I will be all right.*	_ O R R _
5	*If you … time, it means that you aren't doing anything good with your time.*	_ A S T _
6	*Another word for wait. 'Don't …, do it today.'*	_ E L A _
7	*When you want someone to be quick, you tell them to … up.*	_ U R R _
8	*"What did Edison …?" "The electric light bulb and a lot of other things."*	_ N V E N _
9	*These cakes … nuts. They have nuts in them.*	_ O N T A I _
10	*There were so many cars on the road. The … was terrible.*	_ R A F F I _
11	*You can send a text … using a mobile phone.*	_ E S S A G _
12	*Have you read the … about sharks in today's newspaper?*	_ R T I C L _

Test 1

A **You will hear some information about a sports club. 34 Listen and complete the notes.**

Palm Trees Sports Club

Swimming pool: outdoor Length: ① ________ metres

Classes offered: ② ____________ ③ ____________ ④ ____________

Number of tennis courts: ⑤ ________ (outdoor); ⑥ ________ (indoor)

Weekdays club opens: ⑦ ________ *club closes:* ⑧ ________

Weekends club opens: 8 a.m. *club closes:* 9 p.m.

Price: (full) ⑨ ________ a month; (students) ⑩ ________ a month

If you join before ⑪ ____________, you get ⑫ ____________ free guest passes.

Information pack for: Name: Adam ⑬ ____________

Address: ⑭ King Street, London

Postcode: ⑮ ____________

B **Complete the sentences with words from the box.**

crowded	hurry	hurt	rough	surf	waste

1 The sea was so __________ that we couldn't go swimming.

2 The restaurant was so __________ that we couldn't get a table.

3 If you __________ the Internet, you can find all kinds of information.

4 Don't __________ time watching rubbish on TV.

5 Did you __________ yourself when you fell over?

6 If you don't __________ up, we'll miss the plane.

C **Match the words to make compound nouns.**

1 text __message__ card

2 hair __________ club

3 web __________ dryer

4 sports __________ guard

5 coast __________ ~~message~~

6 post __________ site

D **Write each sentence with one verb in the past simple and one verb in the past continuous.**

1 How fast (you/drive) when (you/hit) the tree?

____

2 Where (the little girl/play) when (the wave/pull) her into the water?

____

3 (They/stand) at the bus stop when (they/see) a strange bird.

____

4 (Somebody/take) my wallet while (I/not look).

____



E **Match the phrases and write sentences in the zero conditional.**

1	the machine only (work)	a)	please (not answer) it
2	she (not sleep) very well	b)	she (drink) coffee at night
3	the phone (ring)	c)	she always (shout) it out
4	she (know) the answer	d)	nothing (happen)
5	you (press) the button	e)	~~you (plug) it in~~
6	we (lose) a mark.	f)	we (make) a spelling mistake

1 The machine only works if you plug it in.
2 ______________________________
3 ______________________________
4 ______________________________
5 ______________________________
6 ______________________________

F **Match the sentence halves. Then join them with *so/such … that.***

1	The test was easy	b	a)	We decided to eat somewhere else.
2	It was a windy day		b)	Everyone got 100%.
3	She has a lot of problems.		c)	We couldn't answer them.
4	It was an expensive restaurant.		d)	He missed the first lesson.
5	He woke up late.		e)	She doesn't know what to do.
6	They were difficult questions.		f)	We decided not to go out in the boat.

1 The test was so easy that everyone got 100%.
2 ______________________________
3 ______________________________
4 ______________________________
5 ______________________________
6 ______________________________

Test 2

A Read the article and match the sentences (a to f) to the spaces (1 to 6).

a) And every year there are more things you can do with a mobile phone.

b) It took up a lot of space in the boot of a car and it was very expensive.

c) Mobile phones can cause problems as well.

d) So it wasn't a very useful thing and only the Swedish police had it.

e) Today, mobile phones are small, light and easy to use.

f) Without a doubt, mobile phones can be very useful and can even save lives.

MOBILE PHONES

The first mobile phone was used by the Swedish police in 1946. It wasn't anything like today's mobile phones. It was only 'mobile' because it wasn't plugged in. It didn't even have its own battery. It used the car battery. After six calls, the car battery was flat. ① ____.

The first public mobile phone network, called ARP (AutoRadioPuhelin, or Car Radio Phone in English), was made in Finland in 1978. The equipment was very heavy. ② ____.

③ ____. There are more than 1.5 billion mobile phones in use in the world. That means that about 25% of the world's population has a mobile phone. One reason the use of mobiles is rising so sharply is that they are becoming popular in China, India and Russia. These three countries have very big populations. In China there are now 310 million users – about 25% of the total population. India has 44.5 million users and Russia has 60 million users.

④ ____. After the earthquake and tsunami in December 2004, hundreds of people were found and rescued in Sri Lanka because of their mobiles. Rescue workers were able to trace them even when the people did not know where they were. Families could get in touch with loved ones using mobile phones when landlines were no longer working.



⑤ ____. Of course, it can be very annoying when someone's mobile phone rings in a film, a concert or even an exam because the owner has forgotten to turn it off. But there are much more serious problems. A lot of car accidents have been caused by drivers talking on their mobiles. In most countries it is now illegal to use a mobile while driving a car unless it is 'hands-free'. (That means that you don't hold the mobile in your hand.) But many people think that even hands-free mobile phones are dangerous in cars. They say that drivers don't think about the road and the traffic if they are talking on a mobile. They say it is different from talking to another person in a car. Another person in the car can see the traffic problems and will stop talking when the driver is in difficulty. But someone on the phone can't see the driver's situation.







Love them or hate them, mobile phones are here to stay. ⑥ ____. You can use them to make videos, take photos, connect to the Internet and send e-mails, download music and even watch TV. They are completely different from the Swedish police mobiles of 1946!



B **Answer these questions. Write full sentences each time.**

1 Where was the first mobile phone used and when?

____

2 Why wasn't it very useful?

____

3 Which country has the most mobiles – China, India or Russia?

____

4 And which of those three countries has the fewest mobiles?

____

5 Why were mobiles especially useful after the tsunami? Give two reasons.

____

____

6 Why is it dangerous to use even a hands-free mobile when driving? Explain in your own words.

____

____

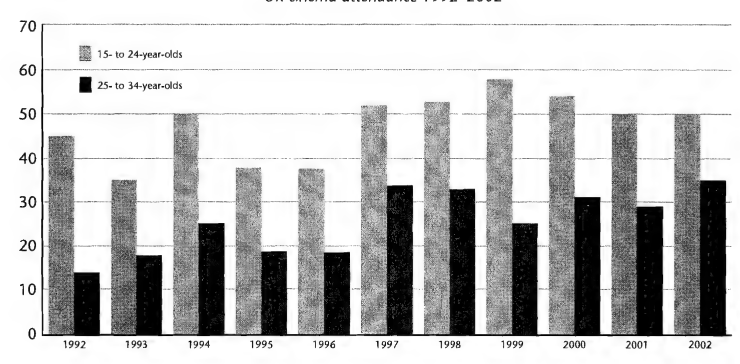
C **Use the table and the graph about cinema attendance to complete the sentences on the next page.**

UK cinema attendance 1992–2002

	15- to 24-year-olds	25- to 34-year-olds
1992	45%	14%
1993	35%	18%
1994	50%	25%
1995	38%	19%
1996	38%	19%
1997	52%	34%

	15- to 24-year-olds	25- to 34-year-olds
1998	53%	33%
1999	58%	25%
2000	54%	31%
2001	50%	29%
2002	50%	35%

UK cinema attendance 1992–2002



1 Cinema attendance among 15- to 24-year-olds has been higher than attendance among (*write the age group*) 25- to 34-year-olds since (*write the year*) 1992.

2 The highest cinema attendance was by (*write the age group*) ____________ in (*write the year*)________.

3 The lowest cinema attendance (*complete the sentence in the same way as number 2 above*) ________________________.

4 The attendance of the younger age group was double (2x) that of the older age group in (*write the three years*) ________ ________ and ________.

5 1999 was the year when the most 15- to 24-year-olds (*complete the sentence*) ________________________.

6 2002 was the year when the most (*complete the sentence*) ________________________.

7 Between 1994 and 1995, cinema attendance among 15- to 24-year-olds dropped by (*write a percentage*) ________.

8 The biggest rise in attendance from one year to the next, for the younger age group, was between (*write the 2 years*) ________ and ________.



9 Since 2000, attendance by 15- to 24-year-olds (*complete the missing part of the sentence*)
______________________________ by 4%.

10 Since 1992, attendance (*complete the missing part of the sentence*) ______________
______________________________ by 21%.

11 Between 1999 and 2000 (*complete the sentence in one way*) ______________
______________________________.

12 Between 1999 and 2000 (*complete the sentence in another way*) ______________
______________________________.

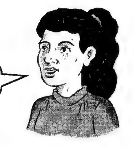
Further Practice 1

Work in pairs. Use the structures and phrases on Grammar and Functions Reference page 107 to make conversations for the situations below.

Example:

- You look out of the window and you see a beautiful white horse in your garden.





- You hear a very loud noise in the street. You look outside and see a big piece of wood lying in the middle of the road.
- You hear a noise in your kitchen at night. You get up and look in the kitchen but everything seems normal.
- The road you usually take on your way home from school is closed. You can see there are three police cars parked in it.

Further Practice 2

A **Read the advertisements in Further Practice 2 (Student's Book page 31) again. Make up names for the following products. Choose a product and write an advertisement. Use an imperative and a zero conditional in your advertisement.**

- a chocolate bar
- a new kind of toothpaste
- a magazine
- a restaurant

B **Look at the vowel combinations below. How do you think they are pronounced? 35 Listen and check. (There may be more than one answer!)**

1 au
2 ee
3 oo
4 eu
5 ou
6 ai

C **Look at the words below. 36 Listen and practise the pronunciation.**

about, correct, American

turn, bird, person

water, court, or

foot, put, would

but, cut, come

D **How do you think you pronounce these words? 37 Listen and check.**

1 turn
2 foot
3 nut
4 person
5 more
6 taught
7 become
8 sister
9 couldn't
10 worry



E 🎧 ㊳ **Listen. When you hear the number, read out the word. Then listen and repeat.**

1 football

2 funny

3 dirty

4 enough

5 understood

6 floor

Lesson 1

A **Use words from each box to make six phrases. You can use two colours if you want.**

a an the my your

old expensive nice pretty dangerous strange funny big small

green yellow red blue black white grey pink purple

car shirt shoes eyes fish cat bus carpet

Example: an old black and white bus

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

B **Work in pairs. Look at the pictures on page 34 of the Student's Book.**
Student A: Choose one of the animals. Don't tell your partner which one you've chosen. Describe the animal.

It's a big black animal. It's ver strong. It has small e es and a horn on its nose.

Here are some useful words:

fur tail fin stripe horn smooth flat

Student B: Listen to your partner's description. Say the name of the animal.

It's the black rhino.

Now change over.



Lesson 2

A **Read the questions and find the answers on Student's Book page 35 as quickly as you can.**

1 Which animal is eaten by some people?

2 Which animal eats bamboo?

3 Which animal eats cows?

4 Which animal is used in medicine?

5 There are less than four hundred of which animal?

B **Read the factfiles again. Complete the table by ticking (✓) the correct columns.**

Example: *Hunting gorillas is against the law, but illegal hunters still kill them.*

How to save endangered species

	stop hunting	breed in zoos	cut pollution	protect habitat
right whale				
giant panda				
mountain gorilla	✓			
tiger				

C **Look at the completed table and write four more sentences with *must*.**

Examples: If we want to save the tiger, we must protect its habitat.

If we want to save the giant panda, we must breed it in zoos.

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________



UNIT 3
Lesson 2

D **Read the description.**



The rhino is a big black animal with small eyes and a horn on its nose. It must be very strong. It looks dangerous, but I think it's beautiful. It's hard to believe that it really exists – it looks like something from a storybook.

Do you know the rule?

look + adjective	***look like*** + noun
That car looks very old.	Your eyes look like stars.

E **Complete the sentences with words and phrases from the box. You can use each more than once.**

look   look like   looks   looks like

Example: The teacher ___looks___ very angry. What's the matter with her?

1 My cat ________________ a tiger.

2 Fuad ________________ very tired today.

3 Your brother ________________ a businessman.

4 That book ________________ interesting. Have you read it?

5 People say that I ________________ my father.

6 Those elephants ________________ ill. Why are they lying down?

Choose two of the animals on Student's Book page 34. Write descriptions. Give some facts and your own opinion.



Lesson 3

A **Join the phrases to make first conditional sentences.**

1 If everybody comes,	Aziz won't wait for us.
2 If I fail the exam,	you will get very thirsty.
3 If you don't take drinks with you,	I'll give you a place in the team.
4 If I become captain,	I will be really disappointed.
5 If the car breaks down,	Waleed won't know how to fix it.
6 If the guests want more ice-cream,	Nadia will go down to the shop and get it.
7 If you don't enjoy this book,	bring it back, and I'll lend you another.
8 If we are late,	there will be 38 people at the party.

B 40 **Read and listen to this sentence.**

If you call Mariam, she will help you with the homework.

41 **Listen and repeat the sentences.**

If the tickets are too expensive, we won't go to the concert.

If the shops are shut, I'll be annoyed.

C **Work in pairs. You are going on a camping trip in the desert. One of you is worried about the trip. Ask and answer questions. Use the phrases in the boxes and your own ideas.**

someone is sick the car breaks down our mobile phones don't work it is too hot we run out of water	phone Nasser's mother fix it use a radio find some shade and drink lots of water go home

What will we do if someone is sick?

If someone is sick, we will phone Nasser's mother. She's a doctor.



Lesson 4

recycle /riːˈsaɪkəl/ *verb* – to reuse, to use again; things or parts of things are often recycled in a factory: *newspapers are recycled to make new paper.*

A Can mobile phones be recycled? 42 Discuss the question with a partner, then listen and check. As you listen, take notes. Then fill in the rest of the flow chart.

At the factory, they make the mobile phone and its battery. They use plastic and a number of different metals. Some of these metals – e.g., lead, cadmium and mercury – are toxic.

→ At the shop, Fuad buys a lovely new mobile phone. He is very pleased with it. It has a camera, games and great ringtones!

→ Fuad uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

→ Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

→ ______________________

→ ______________________

→ ______________________

→ ______________________

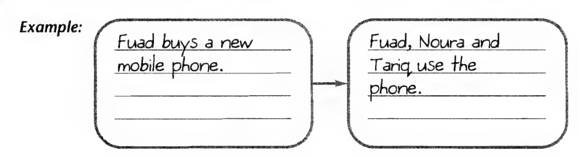
→ ______________________

→ ______________________



B Copy the flow chart in your notebook. Write one phrase in each box.

Example:



C Work in groups. Take it in turns to describe the life cycle of the mobile phone, including recycling. Close your Activity Books. Use your copy of the flow chart to help you with your description.

Lesson 5

A Complete the article with words from the box.

bigger	metal	throw	work	thousands	process	environment	destroying	cheap

Why we should recycle

by Professor Khaled Al Jaber

People ask, 'Why should we recycle things?' They say that recycling makes a lot of extra ① ____________ – we have to take our rubbish to different bins. And things like paper and glass are ② ____________, so what's the problem? Well, I say to those people: there are two good reasons why we should recycle paper, glass, ③ ____________ – and perhaps other things, too. The first reason is this: the rubbish dumps near our towns and cities are getting ④ ____________ every year. These dumps are dirty and dangerous. We are ⑤ ____________ the beauty of our country.

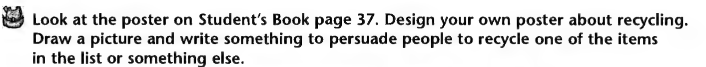
The second is an economic reason: let's take paper as an example. To make paper, they cut down trees in Norway or Canada, a very long way away. They make the paper, and then they carry it ⑥ ____________ of miles to us – that uses a lot of oil. We use the paper once, and then we ⑦ ____________ it away. Instead, we should use the old paper to make new paper; it is a cheap and easy ⑧ ____________. If we do this, we will save money and protect the ⑨ ____________.

B 🎧 43 Listen and check your answers.



C Match the sentences.

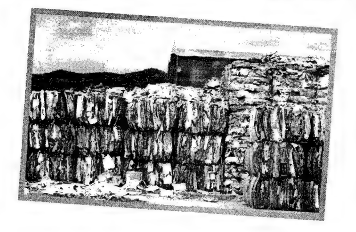
1 Each team got two goals in the semifinal.	They don't reuse them.
2 I can't read your handwriting.	You probably need to recharge the battery.
3 In hospitals, doctors throw their gloves away after doing something.	You should reorganize it.
4 My mobile phone is dead.	Can you rewrite the address more carefully?
5 The town was completely destroyed by the earthquake.	They had to replay the game.
6 Your office is a mess!	Let's redo the question from the start.
7 x = 4y2 – 0.01? That can't be right!	They are starting to rebuild it now.

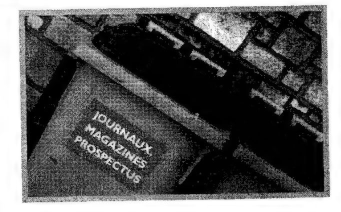


Look at the poster on Student's Book page 37. Design your own poster about recycling. Draw a picture and write something to persuade people to recycle one of the items in the list or something else.

- mobile phones
- computers
- clothes
- batteries
- paper









Lesson 6

A **Here is a letter to the newspaper from the Green Oil & Gas Company. Complete it with words from the Student's Book.**

Dear Editor,

Last week's letter from Mr Ahmad was interesting. I am very pleased that I can answer his question.

Protecting the ① ____________ is extremely important to us. We ② ____________ the quality of the air near our industrial sites: for example, we ③ ____________ the quantity of sulphur dioxide and ozone. We also monitor carefully the quality of the ④ ____________ near our sites – to protect fish, birds and so on.

Around Burjussia we have provided ⑤ ____________ places for birds, which is helping to restore their breeding patterns. We also help protect the wildlife in the lakes around Rumeila, for example, by carefully ⑥ ____________ the quality of the lakewater.

Mr Ahmad is right when he says that the use of oil and gas causes climate ⑦ ____________. But does he know that LNG produces much less CO_2 than oil? If people use LNG instead of oil, that will reduce the ⑧ ____________ of CO_2 going into the air.

We hope this answer will be helpful to Mr Ahmad and other readers.

Yours sincerely,

Eman Hashemi
(Environment and Conservation Department)

B **Work in groups. Read this part of Mr Ahmad's letter again:**

Look at different places in Basra, like Shu'ayba, Zubeir, Rumeila and Burjussia. I remember Rumeila as it was in the early nineties. It used to be a lovely, quiet place, full of wildlife, especially in the lakes. I went there two years ago and I saw how industrial development has changed the area. I expect I would notice more changes if I went there today.

Talk about these questions. (Your teacher will be able to help you with the first one.)

Has your town changed a lot? What is it like now? Do you think it's going to change in the future? Do you think it's getting better or worse?



Lesson 7

45 Listen and repeat.

1 Shall I feed the baby lion?	I'll do it myself, thank you.
2 Shall I work in the car park?	Yes, please.
3 Would you like me to fix it?	Good idea.
4 Would you like me to help?	No, thanks.

Lesson 8

A When someone is telling you something important, you listen carefully. But what else can you do to check that you understand?

46 Read and listen to four more conversations between Mr Obuya and Victoria.

Conversation 1
Mr Obuya: It's not acceptable for members of the public to make noise around the birds' nests.
Victoria: You mean tourists must keep quiet there. ______
Mr Obuya: That's right.

Conversation 2
Mr Obuya: Put all the rubbish from the car park in the bins, and take the bins away.
Victoria: Where do I put the bins? ______
Mr Obuya: Behind the café, OK?

Conversation 3
Mr Obuya: We need to record the number of giraffe calves in the reserve this week.
Victoria: Do you mean we need to count the baby giraffes? ______
Mr Obuya: Yes.

Conversation 4
Mr Obuya: The satellite tracking program isn't working properly.
Victoria: Is it switched on? ______
Mr Obuya: I'll check.

In which conversations does Victoria ask an extra question [EQ] to get more information? In which conversations does she repeat something in different words [DW] to check that she has understood? Mark each conversation EQ or DW.



B 🎧 47 **Listen to Mr Obuya's sentences (A to E), and match them to Victoria's answers (1 to 5) below.**

1 You mean we need their money? Sentence ______

2 So it actually thinks it's human? Sentence ______

3 Is it petrol or diesel? Sentence ______

4 Do you mean that it's dangerous? Sentence ______

5 OK. Where can I find the key? Sentence ______

Now mark Victoria's answers EQ (extra question) or DW (repeat in different words).

C **Work in pairs. Student A: Tell your partner about a recent event in your life, for example, a holiday, wedding or sports event.**

Student B: Listen to your partner and ask questions about the details of the event. If you are not sure about something, try repeating the idea in different words.





D **You are not sure about the information below. Add question tags to check.**

1 You have put the baby lion in its cage, haven't you?

2 The table in the picnic area is broken, ______________

3 The animals can't get into the car park, ______________

4 The tourists should stay in their cars, ______________

5 The new no-smoking sign will be OK, ______________

6 The noise of the minibus didn't disturb the elephants, ______________

7 You've got the keys of the café, ______________

Lesson 9

A 🎧 48 **Read and listen to the interview in the Student's Book. What are the advantages and disadvantages of different types of cars? Complete the table by making notes.**

	Advantages	**Disadvantages**
Petrol engine only	good on the open road cheaper than hybrid	
Electric motor only		
Hybrid		

B 🎧 49 **Listen and repeat.**

I expect I'll buy one.

They will definitely make things better.

Exactly.

I'll certainly buy a hybrid.

C **Work in pairs. Student A: You work for *Which car to buy* magazine. Interview your partner to find out what type of car he/she is going to buy and why.**

Student B: You are thinking of buying a car. Answer your partner's questions. Check that you understand the words in the boxes before you start.

sports car family car four-wheel drive convertible

safe powerful fast stylish modern cheap

D **Work in groups. Brainstorm this question: *How can we reduce pollution from cars in cities?* One student should make a list of the group's ideas. Use a dictionary if necessary. Compare your list with other groups.**

How can we reduce pollution from cars in cities?

- use hybrid cars
- use lead-free petrol

E **You are going to write an essay with the title: *How can we reduce pollution from cars in cities?* In the essay you will present several solutions to the problem of pollution. How can you join the different parts of the essay? Read the essay below and look at the underlined words and phrases.**

How can we solve the problem of overfishing?

The North Sea around Britain used to be one of the richest seas in the world for fish. But now there is a problem. There has been too much fishing, and now the fish are almost all gone. Pollution in the water has made the situation worse – fish cannot breed in dirty water. <u>What is to be done?</u>

<u>One possible solution is</u> to stop fishing completely for a few years. <u>This would</u> give the fish time to breed and increase their numbers. <u>But, of course, this would be</u> terrible for fishermen. They would lose their jobs.

<u>An easier solution might be</u> to reduce the quantity of fish that we catch. <u>Then</u> fish and fishermen could survive.

<u>There is another way forward</u>: fish farming. It is possible to breed some types of fish in fish farms. <u>If we do this</u>, we don't need to catch wild fish.

<u>Something else that we must do is</u> stop the pollution in the North Sea. Even if we are not fishing, it is important to have clean seawater – for people and for animals.

Plan and write the essay *How can we reduce pollution from cars in cities?* Use words and phrases from the essay above to organize your writing.

Lesson 10

A **Read the article on Student's Book page 42. Mark the sentences true (T) or false (F).**

1 Not many big animals can live in the desert. ☐

2 Oryx usually stay in a small area. ☐

3 Forty years ago there were lots of oryx in the Arabian Peninsula. ☐

4 Some people liked eating oryx. ☐

5 Oryx was hunted by people on horseback. ☐

6 Wild oryx disappeared in the 1960s. ☐

7 Oryx didn't breed successfully in zoos. ☐

8 Hunting oryx is now against the law. ☐

B People used to hunt oryx for food or for sport. They don't hunt them any more. The law has changed, and people's attitudes have changed. In your community do people go hunting for other animals? How do you feel about hunting? Discuss in groups.


People used to hunt tigers.

C Read the Language box on page 42 of the Student's Book. 🎧 50 Listen to sentences 1 to 8. Write them out in full (without contractions).

1 *They do not work very hard.*
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

D Work in pairs. Take turns reading out these sentences with contractions.

Example: My brother does not live in London.

1 Tigers do not normally attack people.
2 I thought they had finished their work.
3 You must not think about my problems.
4 Oryx do not need much water.
5 The computers in the office are not working.
6 I would like to take a trip to the rainforest.
7 The football games were not very exciting.



E 🎧 51 Listen and check.

Revision 1

A **The paragraphs in this essay are in the wrong order. Put them in the correct order by numbering them 1 to 4.**

☐ ______________________________

In the past we hunted animals in a natural way, but we now have something that is not very natural – guns. So wild animals cannot escape from us. Many animals have become extinct because of hunting, such as the dodo in Mauritius. It's too late to save them now. But we should learn the lesson: hunting can destroy whole populations of animals. If we don't protect endangered animals like the elephant, the mountain gorilla and the rhino from hunters, they will disappear completely.

☐ ______________________________

In the UK there is currently a lot of debate about fox hunting – for and against it. But the fox is not the only animal that is hunted – people shoot rabbits, deer and many different birds. Around the world, thousands of different animals are hunted, for food or for sport. **Is this a normal part of life, or should we try to protect wild animals from the hunters?**

☐ ______________________________

So, there are two separate answers to the question. **On the one hand,** hunting is a perfectly good way of getting food – when there are lots of animals to hunt. We should not worry about rabbits and pigeons. **On the other hand,** we must do everything we can to protect endangered animals. We must stop hunters killing them, whether for sport or for food. Otherwise, we will lose these wonderful wild animals forever.

☐ ______________________________

Of course, not all wild animals are endangered. In the UK, there are lots of pigeons, rabbits and deer. These animals are hunted for food. Perhaps this is a better way of getting our meat than farming. These wild animals have a much better life than the animals in farms. And shooting is not a very cruel way to kill an animal – at least it is quick.

B **Now match these functions to the paragraphs. Write them in the spaces provided.**

- Introduction
- For hunting
- Against hunting
- Conclusion

C **Work in groups. You are going to write an essay with the title: *Zoos – for and against.* Close your books and brainstorm the topic – write down all the ideas about zoos you can think of (for and against).**

D **Look at the list of ideas from a brainstorm. Compare these ideas with your list from Exercise C. How many points are the same?**

For

- Fun for all the family.
- Educational – you learn a lot.
- Scientists can study the animals.
- If people see animals, they will want to protect them.
- Children may decide to study Biology.
- Zoos can breed endangered animals and put them back into the wild. They can save endangered animals.

Against

- Smelly and boring.
- Better to see the animals on TV/in the wild.
- The animals are unhappy. They walk up and down. Some seem to go mad.
- They are wild animals, but they are not "in the wild".
- They don't behave in their normal way.
- People make a noise, hit the glass boxes, take flash photos – they disturb the animals.

E **Now plan your essay *Zoos – for and against.* Your essay should have four sections, like the essay in Exercise A:**

1 Introduction
2 One side of the argument
3 The other side of the argument
4 Conclusion

Write the full essay in 100–150 words. If you have any photos that show the good or bad things about zoos, attach them to the essay.

Revision 2

Move across the maze to one of the *EXITS*. Solve a clue and move onto that word. You can move one square down ↓, right → or left ← each time. Only one of the *EXITS* is correct.

Clues

1 A tall thin plant with green leaves. It is eaten by pandas.

2 To use things, or parts of things, again.

3 Dirty or dangerous things which damage the environment.

4 A great success.

5 A terrible failure.

6 … you like me to wait for you?

7 A place where wild animals are kept for the public to see.

8 Against the law, not allowed.

9 A black and white type of bear which eats bamboo.

10 A … car has a battery and a petrol engine.

11 A beautiful antelope that became extinct in the Arabian Peninsula.

12 … power is produced by water going through a dam.

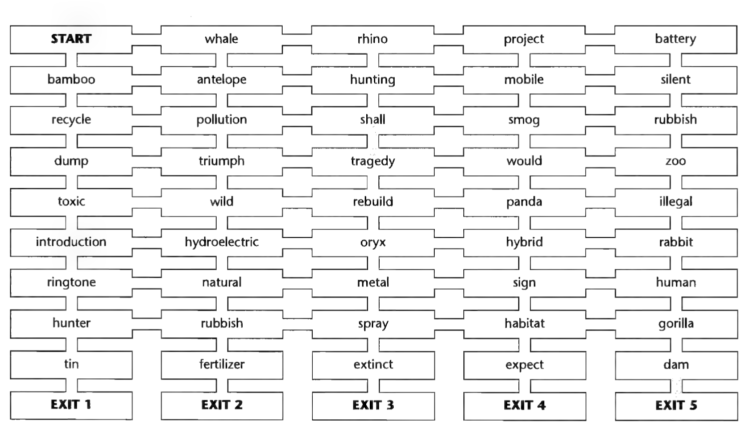
13 The first paragraph in a discursive essay.

14 The sound of a mobile phone.

15 A person who goes out to kill animals.

16 The things we throw away.

17 Farmers put this on the earth to make plants grow.



Test 1

A 🎧 52 **Listen to a tourist asking for information about the Mangasha National Reserve in East Africa. Fill in the factfile by writing notes or putting ticks (✓) or crosses (✗) in the boxes.**

Wildlife reserves of East Africa

The Mangasha National Reserve

Started: 1986

Size: ① ______________ square kilometres

Hotels: 12

Campsites: ② ______________

Guides: $ ③ ______________ per day

Guided tours:

minibus for ④ ______________ people

price: $ ⑤ ______________ per person per day (⑥ ______________ included)

Big animals: ⑦ ______________

Endangered species: ⑧ ______________

Birds: ⑨ ______________ species

Rainy season: ⑩ ______________ – hot and wet

Dry season: ⑪ ______________ – hot and dry

Car parks: ⑫ ☐

Hunting: ⑬ ☐

Hospital: ⑭ ☐

Restaurants ⑮ ☐

Picnic areas: ⑯ ☐

B **Complete the sentences with the verbs in the box in the correct form.**

breed	kill	expect	hunt	protect	rebuild	recharge	recycle	reuse	rewrite

1 We must try to ____________ the environment around the industrial site.

2 I ____________ I will get a job with the oil company.

3 Don't throw those plastic plates away. We can clean them and ____________ them.

4 The hotel was damaged by the tsunami. They had to ____________ it.

5 I couldn't decide what to tell her. I ____________ the letter four times.

6 People around here ____________ with falcons. It's a traditional sport.

7 Don't forget to ____________ your mobile phone – you'll need it.

8 Pollution from that factory has ____________ most of the fish in the river near here.

9 It's difficult to ____________ pandas in zoos. They seem unhappy.

10 It is possible to ____________ most of the metal parts in computers.

C **Match Mrs Youssef's sentences and her daughter's replies. Write the correct letters in the boxes.**

Mrs Youssef		**Layla**
1 Almost everything is ready for the party.	b	a) Do they really?
2 I spoke to the Maths teacher about your exam result.		b) What else have we got to do?
3 If the car's not fixed, we'll have to take a taxi.		c) What did she say?
4 Your father is going to Germany on business.		d) How long will he be away?
5 Your cousins want to come and stay for a week.		e) Do you mean it's broken down?
6 I wonder if Fuad took his sports bag to school.		f) I think he did.

D Put the verbs in the correct form and match the sentence halves.

1 If you (have) any problems,
2 If the zoo (have) any success breeding gorillas,
3 If the panda (become) extinct,
4 If you (throw) away your phone,
5 If we (go) to Egypt,
6 If my sister (fail) this exam,

a) we'll be able to see the Aswan Dam.
b) she will have to retake it.
c) they will be put back into the wild.
d) ~~will you call me?~~
e) the Chinese will feel very sad about it.
f) it will end up on a rubbish dump.

1 If you have any problems, will you call me?
2 ______
3 ______
4 ______
5 ______
6 ______

E Complete the sentences with *will, shall* or a cross (✗).

1 ______ I write down the number for you?
2 If we ______ stay in a hotel, it ______ cost a lot.
3 My uncle ______ let you stay at his house if you ______ go to London.
4 They ______ be there on time – don't worry.
5 ______ we lend you our laptop computer to do the job?
6 If your friends ______ make a lot of noise, your mother ______ get angry.
7 If we don't ______ do something, the dugong ______ become extinct.

E **Write sentences in the second conditional.**

1 I (give) you some money if I (have) any.

____

2 If I (be) you, I (not lend) him your bike.

____

3 Where (you go) if you (can) have lots of free plane tickets?

____

4 If you (wake up) and (not remember) your own name, what (you do)?

____

5 If she (live) nearer, I (see) her every day.

____

F **Match the sentence beginnings and endings. Then write full sentences, putting the verbs in the correct tense.**

1	e	Do you wish you (be) still	**a)**	house.
2		I wish I (know)	**b)**	drive.
3		My grandmother wishes she (can)	**c)**	near the sea.
4		Salwa wishes she (not have to) wear	**d)**	her name.
5		They wish they (have) a bigger	**e)**	on holiday?
6		Halim wishes he (live)	**f)**	glasses.

1 Do you wish you were still on holiday?

2 _______________

3 _______________

4 _______________

5 _______________

6 _______________

Test 2

Ask any British teenager about their favourite food and they will probably say one of these: fish and chips, pizza, burgers, kebabs, hot dogs or Mexican tacos. What do these things have in common? They are all fast food. That means food from shops or stalls that only sell one or two kinds of food, which is served very fast, and which doesn't cost a lot. In fact, 80% of British teenagers eat fast food at least once a week.

Why do they like it so much?

'I like to go out with my friends at the weekends. We go to the cinema and the shops and then we get hungry,' says Damian, aged seventeen from Brighton. 'We can't afford restaurants and, anyway, they're too formal for us. Fast food is cheap and you don't have to be smartly dressed to go and buy a portion of fish and chips.'

Adam, eighteen from Newcastle, says he eats fish and chips at least once a week. 'My brother and I always go swimming on Wednesday evening. Afterwards, we're tired and hungry, so we get fish and chips from a shop opposite the pool. It's quick and convenient. You don't have to wait. You get a hot meal in five minutes. And we eat them on the way home in the bus. The chips are a bit oily, but when you're hungry, that's OK.'

There's no question that fast food is convenient and cheap, but many doctors and scientists think that it is unhealthy. In Europe and America today, 22% of children and teenagers are overweight. Doctors say that fast food is the problem. They claim it contains too much fat and too much oil. It also contains too much salt, which makes people thirsty. This leads to another problem. The soft drinks like lemonade, orangeade and cola which are sold with fast food contain too much sugar. The result is that young people fill themselves with sugar, oil and fat, very little carbohydrate and protein, and no vegetables or fruit.

Psychologists say that fast food can be bad for family life. They say that families suffer when teenagers are never at home at mealtimes. They say that families need to spend time together enjoying a meal. Mealtimes are the time when the whole family has the opportunity to get together and talk about the events of the day.

Environmentalists complain about fast food's bad effects on the environment. It comes with plastic knives and forks, plastic cups and bottles and polystyrene or paper boxes. Many people throw these away without thinking and leave rubbish in the streets. On top of that, burning them causes extra pollution to the atmosphere.

However, it is clear that fast food is not going to go away. How can we reduce the negative aspects of it? Firstly, for health reasons, we shouldn't always eat the same fast food. Even if burgers and chips are your favourites, you shouldn't always eat them. Have something different for a change sometimes. You should avoid sweet drinks with your fast food. Drink water instead. You should make sure you have a meal with the whole family at least four times a week. For the sake of the environment, avoid buying fast food that has a lot of polystyrene or plastic wrapping. And always make sure you throw your fast food wrappings and cups in a rubbish bin.



A Read the article on page 129 quickly and choose the correct headline for it. Tick your choice.

Avoid fast food and save the environment

Fast food contains too much salt and sugar!

Fast food can make you FAT!

THE TROUBLE WITH FAST FOOD

FAST FOOD is BAD for your family life

WHY TEENAGERS LOVE FAST FOOD

B Read and mark the sentences T (true) or F (false).

1 You don't have to sit in a restaurant to eat fast food. ☐

2 Most British teenagers eat fast food every week. ☐

3 Damian likes dressing up and going to expensive restaurants. ☐

4 Damian says fast food is cheap. ☐

5 Adam doesn't like fish and chips because they're too oily. ☐

6 Adam hates waiting for the fish and chips to be cooked. ☐

7 According to doctors, a lot of fast food is bad for people's health. ☐

8 Psychologists think fast food makes life better for everyone. ☐

9 The writer thinks we shouldn't eat too much of the same fast food. ☐

C These are the main points of the article in the wrong order. Put them in the same order as in the article. Number them 1 to 6.

Doctors think it is bad for young people's health. ☐

Fast food is very popular among British teenagers. ☐

Psychologists say family life benefits from mealtimes together. ☐

There are complaints about the bad effects of fast food on the environment. ☐

There are ways we can reduce all the bad effects of fast food. ☐

Young people like it because it is cheap and convenient. ☐

D Use the points in Exercise C to write a summary of the article in 120 words. Try to use your own words.

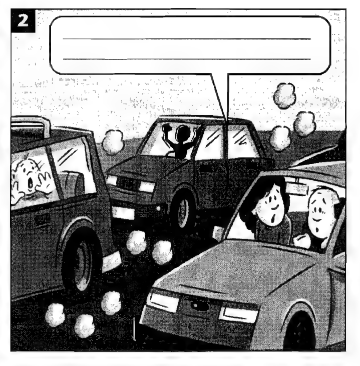


Further Practice 1

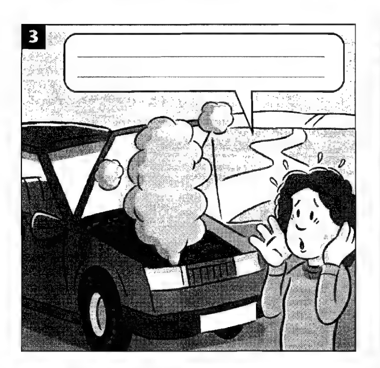
A **What are these people thinking or saying? Write sentences with *If only* or *I wish* + the past perfect.**



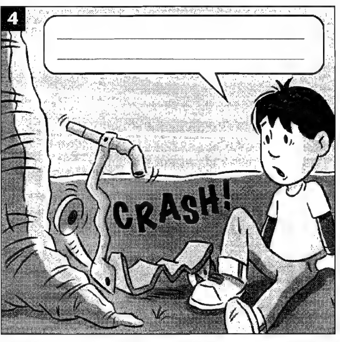
I wish / not steal that money



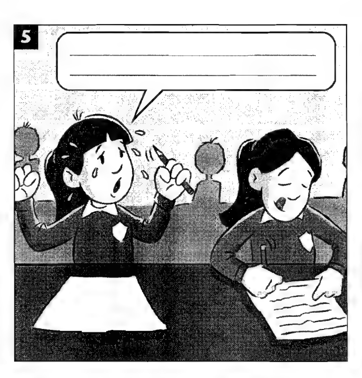
If only / we walk instead of coming by car



I wish / not leave my mobile phone at home



If only / drive more carefully



If only / I work harder for this exam



I wish / not eat so much chocolate

B 🎧 75 **Listen to a talk about regrets. Write the correct percentages next to the headings.**

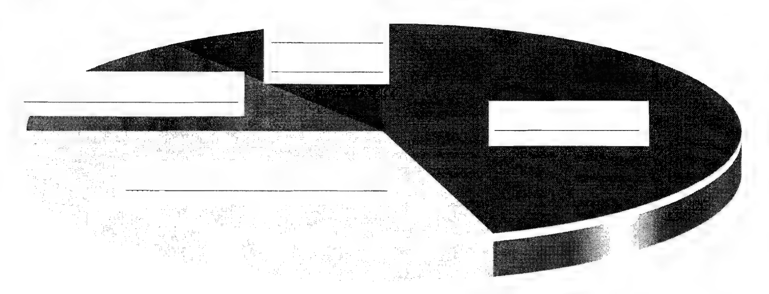
No regrets ____________

Regrets about family life ____________

Regrets about jobs ____________

Regrets about health ____________

C **Now match the headings in Exercise B to the percentages shown on the chart.**



D Listen to the rest of the talk and write the percentages next to the regrets.

1 I wish I had married someone else. ____________

2 I wish I had had more children. ____________

3 I wish I hadn't got married so young. ____________

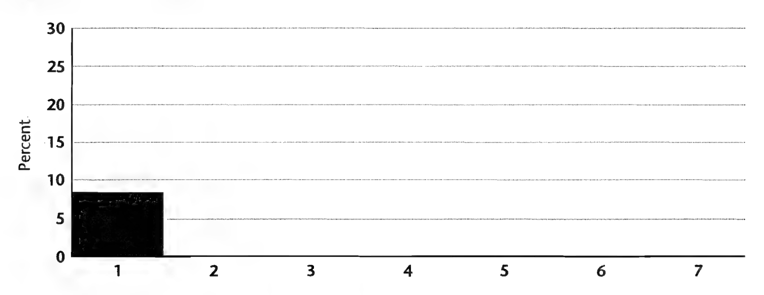
4 I wish I had had a different career. ____________

5 I wish I had kept in contact with old friends. ____________

6 I wish I had learned to play a musical instrument. ____________

7 I wish I had worked harder at school or college. ____________

E Now use your answers in Exercise D to complete the chart. Draw the bars.



F Work in pairs. Take turns talking about three things you regret.
Your partner should ask extra questions. These prompts will help you:

- I wish I had ... when I had the chance.
- How old were you?
- I wish I hadn't ... gone to ...
- Why didn't you ...?
- What would you have ...?

Further Practice 2

A **Now check your score for the quiz on Student's Book page 67.**

Score

For a) answers, you get 1 point.
For b) answers, you get 2 points.
For c) answers, you get 3 points.

What does it mean?

7 – 9 You are a scared little mouse! You feel nervous just from doing this quiz. You would have more fun if you sometimes took risks.
10 – 16 You are daring, but not too daring. And you manage to stay calm in dangerous situations.
17 – 21 You are a very brave lion! Just remember, you shouldn't take unnecessary risks.

B **Write three more questions for the quiz. Each question should have three answers to choose from. Don't forget that (a) answers should be the least brave reaction, (c) answers should be the bravest reaction and (b) answers should be in the middle.**

1 ____________________
a) ____________________
b) ____________________
c) ____________________

2 ____________________
a) ____________________
b) ____________________
c) ____________________

3 ____________________
a) ____________________
b) ____________________
c) ____________________

C **Work in pairs. Read and answer your partner's new questions.**

Lesson 1

A 🎧 77 **Listen to six different TV programmes and write the correct programme type.**

1 weather forecast
2 ______
3 ______
4 ______
5 ______
6 ______

B **Work in pairs. Ask your partner about his/her TV watching. During the interview, use your partner's answers to fill in this form.**

1 Name: ______

2 How much TV do you watch?

quite a lot ☐ a lot ☐ a little ☐ none ☐

3 How often do you watch the following types of programme? (Tick the correct column.)

	often	sometimes	never	favourite
Cartoon				
Chat show				
Education				
Film/movie				
Lifestyle				
Music				
News				
Soap opera				
Sport				
Weather forecast				

4 Which is your favourite (sports) programme?

Lesson 2

A Read the article on Student's Book page 71 again. 🎧 78 Then listen and complete this text about the same event.

The fire started on the ground floor of number 218 Queen Street at 10.10 a.m. and it ① ____________ the fourth floor ② ____________ minutes. As soon as the police and fire brigade ③ ____________, they ④ ____________ everyone ⑤ ____________ number 218 and the buildings on either side very quickly.

A few minutes later, there was a loud ⑥ ____________. The police ⑦ ____________ the crowd in the street to ⑧ ____________ away from the building. They ⑨ ____________ police ⑩ ____________ at the end of Queen Street, and they ⑪ ____________ people from ⑫ ____________ the street.

By 11 o'clock, the fire seemed ⑬ ____________, but the ⑭ ____________ of the building had been completely destroyed. Ambulances took five people to hospital, but ⑮ ____________.

B Work with a partner to compare the two accounts of the fire. Read each text aloud, sentence by sentence.

C Match the formal (written) words and the informal (spoken) words.

1 arrive	a) bang
2 enter	b) cars
3 evacuate	c) get away
4 explosion	d) get here
5 instruct	e) get out of
6 members of the public	f) go into
7 move	g) inside
8 not serious	h) OK
9 place	i) people
10 prevent	j) put
11 the interior	k) stop
12 vehicles	l) tell

D **The language in these sentences is *informal.* Rewrite the sentences so that they are *formal.* Change the contractions and replace the underlined words. Use the words in the box, changing the form of the verbs when necessary.**

be quiet	become	boy	children	difficult	director	~~escape from~~	football
goodbye	improve	mother	television	thank you	very good		

1 The lions can't get out of their cage.

The lions cannot escape from their cage.

2 It's quite hard to work with all this noise.

3 Bye! And thanks very much.

4 I'm the boss of a small company in Baghdad.

5 My mum told the kids to shut up.

6 They were watching a soccer match on TV.

7 We're having a great time.

8 It got so hot that we couldn't go out.

9 That guy won't be in the team.

10 The team's been getting better all this year.

Lesson 3

A What were William's own words in his first interview with Alan Jones? Tick the correct boxes.

1 a) I was very happy that my book had been published. ☐
b) I am very happy that my book has been published. ☑
c) You were very happy that my book had been published. ☐

2 a) I don't expect it to be a great success. ☐
b) I didn't expect it to be a great success. ☐
c) I will expect it to be a great success. ☐

3 a) My next book was better. ☐
b) My next book will be better. ☐
c) My next book was better ☐

4 a) Writing was a very lonely occupation. ☐
b) Writing would be a very lonely occupation. ☐
c) Writing is a very lonely occupation. ☐

5 a) I'm not sure that I'll continue. ☐
b) I wasn't sure that I'll continue. ☐
c) I'm not sure that I would continue. ☐

B 🎧 79 Listen to some of William's first interview with Alan Jones. Complete the reported sentences.

1 He said he *still lived at home with his parents*.

2 He said ______ in China until ______.

3 He said ______ and that ______ no good at anything else.

4 He said ______ relax in Spain for a month.

5 He said ______ next novel.

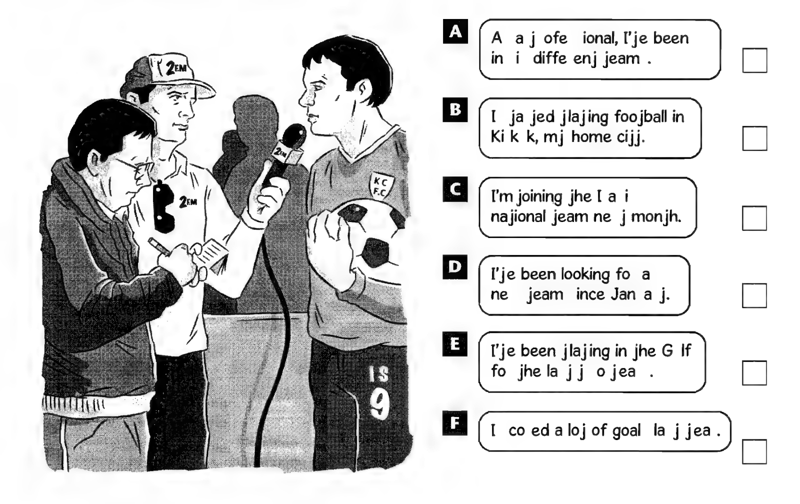
6 He said ______ in China.

7 He said ______, so ______ use 'spell check' a lot.

8 He said ______ in English, but ______ in Mandarin.

Lesson 4

A **Match Younis Mahmood's words with the sentences from a newspaper report. Complete the last two sentences.**



1 Younis Mahmood said that he was joining the Iraqi national team next month.

2 He said that he had started playing football in Kirkuk, his home city.

3 He said that, as a professional, he had been in six different teams.

4 He said that he had been playing in the Gulf for the last two years.

5 He said that ______________________________

6 He said that ______________________________

B **Read and link these rules and examples of changes in verb tenses in reported speech.**

Direct speech	Reported speech
1 Past simple *'I saw the match.'*	**a)** Past perfect *She said she had lost her mobile.*
2 Present perfect *'I've lost my mobile.'*	**b)** Past perfect continuous *He said he had been waiting for hours.*
3 Present perfect continuous *'I've been waiting for hours.'*	**c)** Past perfect *She said she had seen the match.*

C **Tariq, 17, and his sister Layla, 15, went on holiday with their parents to Babylon in Iraq. Did they enjoy the holiday? Complete the reported sentences on the next page.**

1. It was a boring holiday. There was nothing to do.
2. We had to go out every day and look at old buildings.
3. There was an international football match on TV, but I missed it.
4. I tried to have a good time with the family, but it was hard.
5. I've never been to such a boring place.
6. I don't want to go back there.





1. It was a fantastic holiday. There was lots to see and do.
2. We went out on lots of interesting visits to temples and so on.
3. I took hundreds of photos of the Ishtar Gate and the temples.
4. Tariq just listened to his iPod and didn't speak to anyone.
5. I've been writing a diary of our holiday.
6. I will definitely go to Babylon again.

1 Tariq said *it had been a boring holiday. There had been nothing to do.*

Layla said ______

2 Tariq said ______

Layla said ______

3 Tariq said ______

Layla said ______

4 Tariq said ______

Layla said ______

5 Tariq said ______

Layla said ______

6 Tariq said ______

Layla said ______

D **Interview two students about the same event – a sports match, a party or an event that has taken place in your town. Make notes about any differences between their stories. Then write out your notes in full.**

Example: *Mariam said there were lots of people there.*
Suha said there weren't many.



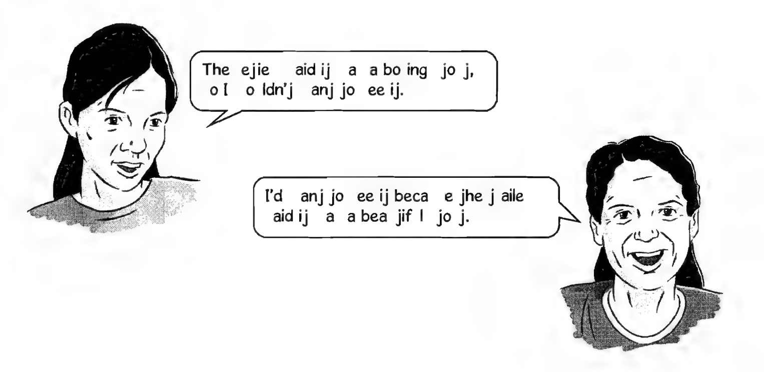
Lesson 5

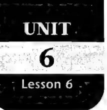
A 🎧 81 **Listen to the trailer again. How are these five things in the film described? Write notes.**

	Trailer	Review
Jo McGregor's acting		
Emma Knightly's acting		
the story		
the special effects		
the music		

B **Read the film review on Student's Book page 73. Write notes of the reviewer's opinion of the film in the table.**

C **Would you like to see *The Spanish Captain*? Work in groups and discuss it.**





Lesson 6

A **Eman asked a lot more questions which did not appear in the magazine article on Student's Book page 74. Read these reported questions and write Eman's actual words.**

1 She asked her if her parents were happy about her being a painter.

Were your parents happy about you being a painter?

2 She asked her if she had any brothers or sisters.

3 She asked her if her family liked painting, too.

4 She asked her which her best painting was.

5 She asked her when she had first sold a painting.

6 She asked her what other painters she admires.

7 She asked her where she got her ideas.

8 She asked her if she used photographs for her work.

9 She asked her whether she used the Internet to sell paintings.

10 She asked her which countries she had been to.

B 82 **Jameel has not seen his Aunt Salwa for five years. She phoned him and asked him lots of questions. Listen and make notes of her questions.**

1 How tall ______
2 ______
3 ______
4 ______
5 ______
6 ______



Use your notes to tell Jameel's mother what Aunt Salwa asked.

1 She asked me how tall I was. ______
2 She asked me ______
3 ______
4 ______
5 ______
6 ______

Lesson 7

A **Write headlines for these two newspaper articles. Compare your headlines with others in the class.**

1

____

____

A big road bridge has collapsed in Caracas, Venezuela. The bridge normally carries 50,000 cars every day, going in and out of the city, but it was empty at 4.30 p.m. yesterday when the disaster happened. Strong winds had made it impossible to cross the bridge. A spokesman at the scene said, 'It is a miracle that no one has been killed or injured. Let us thank God for that. Work will begin immediately to build a new bridge.'

2

____

____

Monkeys have been causing trouble in the Indian city of New Delhi for many years. They are famous for stealing food from people in the street. Now there is a new problem. The monkeys have decided that they like mobile phones. 'We don't know why they steal mobiles,' said policewoman Vidya Chakrabarti. 'Maybe they think they're food. If this happens to you, call your mobile number. When it rings, the monkeys are frightened and usually drop the phone.'

B **Write an article of about 80 words to go with one of these headlines.**

THIEF STEALS POLICE CAR **ANIMALS ESCAPE FROM ZOO**

____

____

____

____

____

____

____

____

Lesson 8

A In pairs, try reading this aloud to your partner.

a little south african boy had a very lucky escape yesterday sitting by a river near cape town mrs betty paton saw her three year old son max holding a snake and biting it I was terrified she said it was a poisonous snake but max had almost bitten the head off mrs paton took max to hospital but doctors said that the snake had not bitten him

It's not easy, is it? Without punctuation, English is quite difficult to read.

B Now write out the paragraph with punctuation. When you have finished, compare your work to the same paragraph on Student's Book page 76.

____

____

____

____

____

____

____

____

C Where do we use capital letters? Write C for capital letter or S for small letter in the boxes.

Countries	☐	Days of the week	☐
Colours	☐	First word of sentences	☐
Months	☐	E-mail addresses	☐
Verbs	☐	People's names	☐
Place names	☐	Nationality adjectives	☐
Names of animals	☐	Words for sports	☐

D **Write these sentences again with capital letters where necessary.**

1 the market in kingston is on thursday.
The market in Kingston is on Thursday.

2 you know nabil is coming in november.

3 my lebanese friend mohamed al mansour loves football.

4 the tiger is now protected in parts of india.

5 my e-mail address is fareed.seeham@hotmail.com.

6 does dana prefer green or blue?

7 i think the eshtar hotel is in al sa'adon street.

8 do they play basketball in mosul?

E **Read the language box on the opposite page. Then put commas into the sentences.**

1 Before we left my aunt gave us tea and some little cakes.

2 Noura Batool Nisrin Claudia and Aseel all want to come to the party.

3 If you want to visit Jameel Saeed will give you a lift.

4 When the police car stopped the man started running away.

5 I take photos of flowers trees hills the sea and the sky.

6 As she is interested in sport videos about the Olympic Games would be a good present.

7 While we were waiting for the plane we talked about our families.

8 As soon as you get to Baghdad phone your cousin.

Commas

- Commas are used between items in a list. Before the last item, we use *and* instead of a comma.
  He plays tennis, table tennis, football, baseball ***and*** *basketball.*
- Commas are used between two or more adjectives.
  He's wearing a long, black coat.
- Commas are used in sentences that have clauses beginning with *If* and words such as *When, While, As soon as.* This clause is called *subordinate.*
  The comma separates the subordinate clause from the main clause.
  When they eat, lions use their sharp front teeth.
  If you have finished the books, you must give them back to me.

Lesson 9

A **Work in pairs and interview each other.**
Student A: You are a journalist. Use the form to ask questions.
Student B: You are Eva Plackner. Use the information to answer the questions. Where necessary, make up answers using your imagination.

Name: *Eva Plackner*

Age: *28*

Married: *To David Cruz (since last year)*

Job: *Dentist. I finished my studies ...*

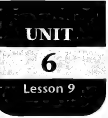
Good things about the job: *I like working with people. The ...*

Bad things about the job: *Sometimes people's teeth smell of onions!*

Previous jobs: *When I was a student, I worked part-time as a secretary.*

In my spare time: ______________________

Ambitions: *I would like to teach dentistry at university.*



Student B: You are a journalist. Use the form to ask questions.
Student A: You are Mohammed Abood. Use the information to answer the questions. Where necessary, make up answers using your imagination.

Name: *Mohammed Abood* __________

Age: *32* __________

Married: *To* __________ *(since 1998). Two children.*

Job: *Pilot. I work for Iraqi Airways.* __________

Good things about the job: __________

Bad things about the job: *I am often away from home. ...* __________

Previous jobs: *None.* __________

In my spare time: __________

Ambitions: *Just to do my job well. And have a happy family.* __________

B **Invent another person and fill in this form with his/her details.**

Name: __________

Age: __________

Married: __________

Job: __________

Good things about the job: __________

Bad things about the job: __________

Previous jobs: __________

In my spare time: __________

Ambitions: __________

C **Now work in pairs. Interview each other, using the information in your new form.**

D 🎧 83 **Listen to Farida doing some interviews. Does she interrupt politely or not? Tick the correct box.**

Interview 1:	politely	☐	not politely	☐
Interview 2:	politely	☐	not politely	☐
Interview 3:	politely	☐	not politely	☐

E **Working in pairs, practise interrupting politely.**

Student A: Tell your partner about a holiday in another country. Read the paragraph aloud. When your partner interrupts, answer his/her question.

Student B: Interrupt politely to get more information about the holiday.

Examples: Who's your friend? Which city? Did you get off? What did you see?

First, my friend took me on a bus tour of the city. It's a great way to get an idea about a new place. You can see lots from the bus, especially if it's not raining and you can sit on the upper deck. And you can get off the bus to visit something, and then get on another bus and continue the tour.

Change roles. Choose another city.

F 🎧 84 **Listen to these two questions. What do you notice about the intonation?**

1 Are you leaving today? (A *Yes/No* question)

2 When are you leaving? (A *Wh-* question)

Now listen and repeat.

3 Is that your brother?

4 Who's that?

5 Do you go swimming at the weekend?

6 When do you go swimming?

7 Did Fuad go to Egypt last week?

8 Where did his brother go?

9 Are you cooking chicken for lunch?

10 What are you making for lunch?

G **Make up some more *yes/no* questions and some more *wh-* questions. In pairs, practise saying them with the correct intonation. Your partner will make up answers to your questions.**

Lesson 10

A **Read the beginning of two articles from a class magazine.**



NEW BUILDING FOR SCIENCE DEPARTMENT

The Head Teacher said yesterday that the government had given her money to build a new Science Department. She was delighted with the news and said that it would make a big difference to Science teaching in the school. She added that work would begin in October.

A HOLIDAY IN MALAYSIA

Noura Hussein has told *Top Class* magazine all about her holiday in Malaysia earlier this year.

What is special about Malaysia?

Noura: Actually, there are lots of special things about it. First of all, there's the sea. It's fantastic! The beaches are beautiful, with white sand and tall palm trees.



B **To start a school magazine, you need to set up a committee of three students. Read what they will have to do. Then think of three students in the class who will do these jobs well.**

The editor is the boss or manager. The editor should make a list of articles and ask different students in the class to write them. Students can also offer to contribute to the magazine. The editor chooses the best articles to use in the magazine.

The sub-editor checks the English in the articles – spelling, grammar and punctuation. The sub-editor can also change some words to improve the articles.

The designer cuts up the articles and chooses the font and the pictures to fit on the page.

NOW – Vote for your committee. Choose a title.

C **Start writing for your first class magazine. Here are some ideas for what it might contain:**

- Articles about things happening at school or in the local area.
- Interviews with students (about their lives, their interests or their opinions).
- Interviews with other people, such as teachers or family members.
  It would be interesting to read about their jobs, for example.
- Some news about sport, music events or festivals in your area.
- Photos or drawings by you.
- It should have at least four pages – the more, the better!

Writing tip

- For short interviews, use reported speech.
  We asked Mrs Malak where her office was. She told us it was near the airport.
- For long interviews, use direct speech.
  Interviewer: How long have you been playing the guitar?
  Abdullah: About five years.
  Interviewer: Where do you practise?
  Abdullah: Usually at home.

Revision 1

A **Match the sentences to the people. Then write them as reported speech.**

1. Can jo come jo jhe hoj ijh me?
2. Co ld jo jell jhe j eej name, jlea e?
3. Don'j im aj jhe no jh end of jhe beach.
4. Keej jo eje on jhe ball.
5. Plea e e jhe jai beca e jhe lifj i b oken.
6. Sho me jo d ijing licence.
7. Sjand bj jhe j ee and mile.
8. Take jh ee jill a daj fo j o eek .



Example: The doctor told me to take three pills a day for three weeks.

1 The police officer told me ______

2 The photographer asked me ______

3 The lifeguard ______

4 My little sister ______

5 The tennis coach ______

6 The hotel receptionist ______

7 The taxi driver ______

B Complete the sentences with nouns from the box. Make them plural if necessary.

paper	glass	coffee	time	hair	exercise

1 A cola and two coffees, please. [C]

2 Careful! There's broken ______ on the floor. [ ]

3 He phoned ten ______ in one day! [ ]

4 I just haven't got ______ to help you today. [ ]

5 I'd love a ______ of orange juice. [ ]

6 Physical ______ is good for the body and the mind. [ ]

7 The ______ in this unit are more difficult than usual. [ ]

8 The printer has run out of ______. [ ]

9 There's a ______ on your jacket. Apart from that, you look perfect! [ ]

10 There's an interesting article in today's ______. [ ]

11 They grow a lot of ______ in Brazil. [ ]

12 Your ______ will look lovely with Kreemy conditioner. [ ]

C **Read the language box. Then write C for countable or U for uncountable about the nouns in Exercise B.**

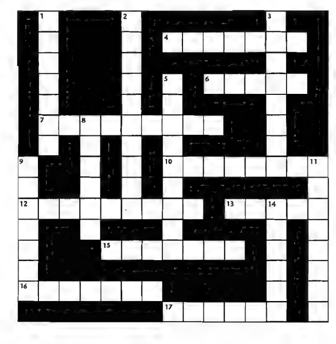
Countable and uncountable nouns

- Some nouns are countable and uncountable – but with different meanings.
  There's a lot of ***room*** *in the back of my car.* (uncountable, meaning *space*)
  Our flat has five ***rooms.*** (countable, meaning *part of a building*)

Revision 2



A **Do a crossword.**



Down

1 We saw her paintings in an art … .
2 There's an … of old Islamic art at the museum.
3 The weather … said it would be windy today.
5 Don't … me when I'm speaking!
8 Do you … me to get a new computer, then?
9 I practise a lot, but my tennis playing doesn't …
11 A TV programme with a presenter talking to guests.
14 The boss in a newspaper office.

Across

4 *Space Wars – the Next Galaxy* is a science-… film.
6 He's very lazy. He didn't … to help.
7 It's a very … film. You feel that you are really in the ship in a storm!
10 It's a love story – a … film.
12 This snake is dangerous – its bite is very …
13 They watch the same soap … every night on TV.
15 She asked … I was all right.
16 The special … in that film are fantastic!
17 It's a … film, full of ghosts and monsters.

Test 1

A 🎧 86 **These statements about a tennis player are wrong. Listen to a radio interview with her. Cross out the wrong word or words and note the correction as in the example. After you have listened to the interview, write correct statements.**

1 Melissa ~~is~~ was at Manchester University.

She was at Manchester University.

2 She is twenty.

____

3 She plays tennis in her spare time.

____

4 She's been a professional for almost a year.

____

5 She has won a lot of tournaments.

____

6 She is now number 32 in the world.

____

7 Her parents are brilliant tennis players.

____

8 Melissa's sports teacher advised her to give up.

____

9 Her parents couldn't afford a coach for Melissa.

____

10 The government gave her money for her university studies.

____

B **Write the interviewer's questions.**

1 He asked her how old she was.

How old are you?

2 He asked her whether she was at university.

____

3 He asked if her career was going well.

____

4 He asked her whether her family played tennis.

____

5 He asked her how she had learnt to play.

____

6 He asked her what her parents had said about it.

____

C **Here are some questions and answers from a later part of the interview. Write them as reported speech.**

1 ***Brian:*** Did you want to be a professional tennis player?
Melissa: At the age of thirteen, I didn't really think about it.
He asked her Whether she had wanted to be a professional tennis player.
She said that at the age of thirteen, she hadn't really thought about it.

2 ***Brian:*** Do you prefer singles or doubles?
Melissa: I like playing both.
He asked her ______________________________
She said that ______________________________

3 ***Brian:*** When is your next tournament?
Melissa: I'm playing in the UK Under-21s in April.
He asked her ______________________________
She said that ______________________________

4 ***Brian:*** What are your chances of success in that?
Melissa: I hope to come in the top four.

He asked her ______________________________

She said that ______________________________

5 ***Brian:*** When do you practise?
Melissa: I do a couple of hours every morning.

He asked her ______________________________

She said that ______________________________

6 ***Brian:*** Have you played any other sports?
Melissa: At school, I tried swimming and running.

He asked her ______________________________

She said that ______________________________

7 ***Brian:*** Have you got a special ambition?
Melissa: I want to win Wimbledon, of course!

He asked her ______________________________

She said that ______________________________

D Words from newspapers, film and TV. Choose words from the box to complete the sentences.

article cartoon designer headline historical ~~lifestyle~~ news producer psychological realistic sub-editor trailer

1 I don't like these ___lifestyle___ programmes – cooking, gardening and so on.

2 Disney makes lots of ______________ films – *Mickey Mouse, Donald Duck, Finding Nemo* and so on.

3 I don't want to see that film. I saw a ______________ for it last week and it looked boring.

4 I read an interesting ______________ in the newspaper this morning.

5 It's a ________________ film, all about the Assyrians in ancient Ninevah.

6 She's a ________________ on a magazine. She makes the pictures and text look good on the page.

7 He's a ________________ on a newspaper, so his spelling and punctuation must be very good.

8 The ________________ is the most important person in a film company.

9 The ________________ on the article was SHARK BITES BOAT.

10 The fire and explosions in the film were so ________________ that some people in the cinema screamed!

11 This film deals with the feelings of a mother when her daughter leaves home. It's a ________________ film.

12 This satellite TV channel has 24-hour ________________ programmes – events from around the world.

Test 2

A **Read the article and choose the best headline. Tick one box.**

1 Satellite TV – Too much choice? ☐

2 It's a small world - with satellite TV! ☐

3 The technology of satellite TV is developing ☐

4 THE ARAB WORLD BROUGHT CLOSER TOGETHER BY SATELLITE TV ☐

From our media correspondent
Mariam Azzawi

In many parts of the world – the Middle East, China and Europe, for example – satellite dishes on roofs or in gardens are a common sight. Programmes in different languages from countries all over the world can be seen on one TV set. Because we are used to this, it is easy to forget that it is quite a new thing.

How long have we had satellite TV? Well, let's go back to the beginning of the story. You could say that it all started when the Russians sent the first satellite into space – the Sputnik in 1957. That was an experiment to test the technology. It went round and round the Earth, not doing much.

The first communication satellites were launched in 1963, but these also moved round the Earth. That is not good for communication – you can use the satellite for a few hours and then it disappears. Two years later, the problem was solved. *Early Bird* (correct name *Intelsat 1*) went round the Earth at the same speed as the Earth itself goes round, so it appeared to stay still. The distance of *Early Bird* from the Earth was 37,000 km – the same as today's communication satellites.

At first, these satellites were used by TV companies to send news and sport programmes long distances, for example, across the Atlantic. People in their homes continued to receive their TV in the normal way, with an aerial.

In the early 1980s, people started to get satellite dishes at home and to receive programmes from satellite TV stations. People soon understood the great advantages of this system. With satellites, you can receive TV programmes in the middle of the desert, in the mountains, or on small, faraway islands. You can get your programmes from stations in other countries. As a result, more people can receive TV and everyone gets more choice.

Arabs living in London, for example, can receive lots of Arab satellite stations. This means they can keep in touch with news and culture from home. People in China can get news from international TV companies, not just their own government station. Viewers all over the world can watch Al-Iraqia, based in London, or CNN, the American news station. If you are studying Spanish, English or Chinese, television is a wonderful way to learn the language.

Satellites have changed the way we watch television. They have opened up the world and brought people closer together. They may be a new technology, but they are going to be with us for a very long time.

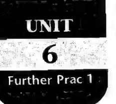
B **Which six points about satellite TV can you find in the article? Tick the points below.**

1 In some ways, satellite TV is better than the older system. ☐
2 The Russians developed the first communication satellites. ☐
3 People have more TV stations to choose from. ☐
4 Satellite TV is good for language students. ☐
5 The first satellites were no good for TV. ☐
6 There have been communication satellites for more than 40 years. ☐
7 This technology is rather expensive for ordinary people. ☐
8 Satellite dishes don't look very nice on houses. ☐
9 You can receive stations even if you live a long way from cities. ☐
10 The quality of satellite pictures is not always good. ☐

C **You are doing a survey about television in people's lives. Write eight more questions, including at least one about satellite TV. (Don't write answers to the questions.)**

TELEVISION IN YOUR LIFE

1 How much television do you watch?
2 ______________________________
3 ______________________________
4 ______________________________
5 ______________________________
6 ______________________________
7 ______________________________
8 ______________________________
9 ______________________________



Further Practice 1

A **Steve is on a school trip to Barcelona in Spain. He makes a lot of mistakes in spelling, punctuation and grammar. Underline his mistakes, and write out his letter correctly. (You should find more than 40 mistakes!) Use your copybook.**

Hotel Delfino
Avenida de los Reyes
Barcelona, 44120
España

06-557 3232
info@ hoteldelfino.es

Dear Mum and Dad

we're having a grate time here in spain. The whether is ~~ineredib~~ fantastic - the sun is shining and its' not too ~~windie~~ windy.

barcelona is a realy nice city. Theres' an amazing market in the midle of the city, with musician's and restaurant's and things like that

our Teacher took us to an art galery this morning. It was'nt bad. But we was talking alot and the guide told us to be quiet. I thougt the paintings were realy ~~baeuti~~ ~~beuatifu~~ good.

there's alot of intresting biuldings in the city - old church's and houses etc. I think we're going to see some of them Tomorrow.

my friend terry had an acident Yesterday. we was playing football on the beech and, he cut his toe on a peace of glass.

I ca'nt phone you because my mobile don't work in spain. anyway it would be extremley expensive. the phone in the hotel room is no good - you can only call ~~recepe~~ reseption.

Lots of love to all of you

Steve



Further Practice 2

A **Read each sentence and match it to a phrase in the box. Underline the words that tell you what kind of sentence it is. Write the number of the phrase.**

1 – a promise	2 – a suggestion	3 – an offer
4 – a warning	5 – a reminder	6 – advice

1 I wouldn't swim there if I were you. ☐

2 You should look after your teeth. ☐

3 How about going to the cinema? ☐

4 Don't walk on the grass! ☐

5 Remember to bring your diary. ☐

6 We'll do the washing-up. ☐

7 I promise to phone you tonight. ☐

8 You ought to see that film. It's fantastic! ☐

9 I will definitely send you a postcard. ☐

10 Would you like me to make some tea? ☐

11 Be careful! There might be a snake in the grass. ☐

B **Change these reported statements into direct speech.**

1 Martin promised to pay the money back within a week.

'I'll pay the money back within a week. I promise.'

2 Ali reminded me to watch the international match on TV.

____

3 My brother offered to stay at home and look after the children.

____

4 Farida suggested getting up early and finishing the job in the morning.

____

5 The doctor advised me to drink a lot more water.

____

6 Your mother warned us about the high prices in that shop.

____

C Link the sentences in these two lists by using words and phrases from the box.

consequently	for this reason	because of this	so

1 English is a useful international language.
2 We're going to be late.
3 Steel is a strong metal and it's fairly cheap.
4 The party was really boring.
5 Dr Ahmed Zuwail is a great scientist.
6 The desert is a very difficult environment.
7 He didn't get a goal the whole season.

a) He lost his place in the team.
b) Don't wait for us.
c) It is taught in schools all over the world.
d) It is used a lot in building.
e) Very few people live there.
f) We left.
g) He won the Nobel Prize in 2005.

1 *English is a useful international language. For this reason, it is taught in schools all over the world.*

2 ____

____

3 ____

____

4 ______________________________

____

5 ______________________________

____

6 ______________________________

____

7 ______________________________

____

Complete the sentences with your own ideas.

1 Last week I went to see my uncle, who is a doctor.

2 He asked me if I was enjoying school.

3 He suggested studying medicine at university.

4 He offered ______________________________

5 He told me that ______________________________

6 He advised me to ______________________________

7 He asked me what ______________________________

8 He told me to ______________________________

Lesson 1

A Write the verbs in brackets in the past simple passive.

Last year, I ① (invite) ______________ by some friends to go on holiday with them in Thailand. It was the kind of holiday where everything ② (arrange) ______________ by the tour company. We ③ (meet) ______________ at Bangkok Airport and we ④ (take) ______________ to a hotel with a beautiful roof garden. The next day, we ⑤ (pick up) ______________ by bus from the hotel and we ⑥ (drive) ______________ to the Grand Palace. After that, we ⑦ (give) ______________ a boat tour of the canals. It was fantastic. Every day, we ⑧ (serve) ______________ delicious food in the hotel. After a week in Bangkok, we ⑨ (fly) ______________ to the island of Samui to enjoy a few days at the beach.

Write sentences in the passive. Choose the correct tense each time. For future time, use *will*.

1 Where / best dates / grow?

Where are the best dates grown?

2 A lot of cars / make / in Japan nowadays.

____

3 Where / party / hold / next time?

____

4 I'm afraid / room / not clean / yesterday.

____

5 I / often / tell / that I look older than eighteen.

____

6 These days our rubbish / always collect / on Monday mornings.

____

7 The swimming pool / repair / next month.

____

8 Their car / steal / two weeks ago.

____

9 Oranges / not grow / in Britain. It's not hot enough.

____

10 What / we / give for homework yesterday? I didn't write it down.

____

Lesson 2

A Word building: What does the prefix *re* mean?

Every year it is rebuilt.

Take turns making sentences using one of the verbs below. Try to keep the conversation going each time.

redecorate	replay	recycle	remember	remind
reopen	repeat	return	revise	refresh



I' edecT a Tg bed TT a e T eT .

ReaTT? W a cTTT a e TT aT Tg ?



BTTe aTd T e. I ' gTTg T TT Tce.

B **Read the language box.**

Suffixes: *less, ful*

- The suffix *less* usually has the meaning *without*.
- The suffix *ful* often has the opposite meaning: *useless* and *useful* are opposites, for example.
- But be careful! A *homeless* person is someone without a home; but the word ~~homeful~~ does not exist.

Now write the adjectives to complete these sentences. Then write the opposites of the adjectives.

		Opposite
1	Somebody who doesn't take care is careless.	careful
2	Something which doesn't cause harm is ______.	______
3	Something which doesn't cause pain is ______.	______
4	Someone who has no power is ______.	______
5	Something which you can't use is ______.	______
6	Someone who never thinks is ______.	______

C **Make the opposites of these adjectives. Use the prefixes *un*, *in* or *im*. Don't forget: we only use *im* before the letters *m* and *p*, e.g. *improbable*.**

un attractive	in correct	___ decisive	___ dependent
___ expensive	___ fashionable	___ formal	___ fortunate
___ healthy	___ interesting	___ mature	___ moral
___ patient	___ pleasant	___ polite	___ popular
___ possible	___ practical	___ sensitive	___ usual

D **Look up the meaning of any words in Exercise C that you don't know. Write them in your vocabulary notebook.**

E **Complete the sentences with one of the prefixed adjectives in Exercise C.**

1 Both his parents died when he was young and he has very little money.
He has had an _unfortunate_ life.

2 He keeps changing his mind. He is very __________.

3 He refused to wait even five minutes. He is terribly __________.

4 I couldn't do my Maths homework this week because it was so hard. It was __________.

5 People don't like him very much. He is rather __________.

6 She is eighteen, but she acts like an eight-year-old. I think she is very __________.

7 She isn't like other people. She is a very __________ person.

F **88 Listen and choose the correct words to end each sentence. Write the numbers 1 to 8 in the boxes.**

impolite	☐	impractical	☐	incorrect	☐
independent	☐	inexpensive	1	informal	☐
unhealthy	☐	uninteresting	☐		

Lesson 3

A **Put the sentences in order to make a dialogue. Number them 1 to 6. 90 Then listen and check your answers.**

☐ Fantastic! Can I have her number?

☐ I had it cut and washed by Jameela.

☐ Jameela? Who's she?

☐ She's a brilliant hairdresser who comes to your home to do your hair.

☐ Sure. It's 55519362.

☐ Your hair looks amazing. Where did you have it done?

B **Complete this dialogue based on another advertisement on Student's Book page 86. Use the words *painless* and *inexpensive*.**

A: Your earrings look nice. When did you get your ears pierced?

B: ______________________________

A: Where did you get it done?

B: ______________________________

A: Did it hurt?

B: ______________________________

A: Did it cost a lot?

B: ______________________________

C **Write the rest of this dialogue. Use your imagination and information in the advertisements on Student's Book page 86.**

A: That's an amazing passport photo. Where did you have it taken?

B: ______________________________

A: ______________________________

B: ______________________________

A: ______________________________

B: ______________________________

A: ______________________________

B: ______________________________

D **Now practise the dialogues in Exercises A, B and C.**

 **Write questions and answers with the present simple, present continuous, present perfect or past simple of *have*.**

A: Samira / repair / the car /yet?

Has Samira had the car repaired yet?

B: No, she / repair / it / tomorrow.

No, she's having it repaired tomorrow.

1 Ahmed / fix / his camera yesterday?

A: ______________________________

B: No, he didn't.

2 How often / he / usually / test / his eyes ?

A: ______________________________

He / usually / test / them / once a year.

B: ______________________________

3 What / she / do / to her house / at the moment?

A: ______________________________

At the moment, she / repaint / the sitting room.

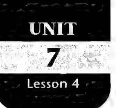
B: ______________________________

4 you / ever / clean / that coat?

A: ______________________________

Yes, I / clean / it / last summer.

B: ______________________________



Lesson 4

A **Study the language box.**

Using relative pronouns to join sentences Grammar and Functions Reference p.112

- We can use relative pronouns to join sentences.
  There's a girl in my class. Her mother is a TV presenter.
  There's a girl in my class **whose** mother is a TV presenter.

  That's the shop. You can buy excellent incense there.
  That's the shop **where** you can buy excellent incense.

Now join these sentences with *where* or *whose*.

1 Let's go to that beach ___where___ you can do windsurfing.

2 Do you know that girl in our school __________ father is a football coach?

3 I've never met anyone __________ hair is as long as my sister's.

4 Do you know a good jeweller's __________ I can get my ears pierced?

5 Karen is the person __________ parents looked after me in London.

6 Have you been to that new shop __________ you can buy delicious Belgian chocolates?

7 Do you know a place __________ I can have my shoes repaired?

B **Join these sentences using *who, which, where* or *whose*.**

1 *Halwa* is a new magazine. It has articles about food and fashion.

____

2 That man is a Lebanese TV presenter. His show is very popular.

____

3 Ishtar Gate is a very expensive shop. You can buy wedding presents there.

____

4 There's a boy in our class. His brother won a gold medal in the Asian Games.

____

5 Iraqi Tours has excellent tour guides. They really know the country well.

____

6 The Rokia 22 is an inexpensive mobile phone. It takes good photos.

____

7 There's a lovely café overlooking the river. We could meet there for a coffee.

____

8 Do you know my friend Salwa? Her brother has a red sports car.

____

C When can relative pronouns be left out of sentences? Study the examples then complete the rules.

When the relative pronouns can be left out Grammar and Functions Reference p.112

Have you bought the bracelet? We saw it yesterday.
Have you bought the bracelet **(that/which)** we saw yesterday?

- When the relative pronoun *who, that* or *which* is the **subject/object** of a verb, we ____________ leave it out.

The girl lives in Cairo. She gave me this ring.
The girl **who** gave me this ring lives in Cairo.

- When the relative pronoun *who, that* or *which* is the **subject/object** of a verb, we ____________ leave it out.

D **Put brackets around *who, which* or *that* if it is possible to leave it out.**

1 We're watching the DVD (which) Alan lent us.

2 Can I borrow the magazine that you got yesterday?

3 Who was the man that we met at the market this morning?

4 He's somebody who works in my father's shop.

5 The new teacher who started at our school this week comes from Jordan.

6 Can I borrow the pen which you were using a minute ago?

7 What did you think of the musician who was playing the trumpet?

8 I don't like films which make me cry.

Complete these sentences with your own ideas.

1 I like people who ______________________________

2 I don't like people who ______________________________

3 The kindest/craziest/cleverest person I've ever met is ______________________________

4 The first thing that I saw/heard/did/ate this morning was ______________________________

5 One thing that I enjoy/hate/often do is ______________________________

Lesson 5

A **Use these words in sentences that show their meaning.**

contestant	audience	successful	anxiety	suspense

____

____

____

____

____



B **Answer these questions about the text on Student's Book pages 88 and 89.**

1 What kind of TV show is 'Who Wants To Be A Millionaire'?

2 How many contestants take part in the first round?

3 How many possible answers are there to each question?

4 Explain this sentence in your own words: Some amounts of money are guaranteed – £1,000 and £32,000.

5 When can a contestant use a lifeline?

6 Which lifeline do you think is least useful and why?

7 Have you seen this show?

8 Do you like it? Why or why not?

C **In pairs, describe the show. You can use your answers in Exercises A and B, but try not to read them. Take turns saying a sentence each.**

Lesson 6

A **Read the article on Student's Book pages 88 and 89 again and underline all the passive verbs.**

B **Write the correct tense name of the passive forms used in these examples.**

modal verb | infinitive | present perfect | past perfect | present continuous | past continuous

1 Do you recognize the programme that is being described? present continuous

2 In 1999 it was being shown six nights a week. ____________

3 And now it has been exported to 70 other countries. ____________

4 By 2005, the top prize of a million pounds had been won four times. ____________

5 Each lifeline can be used once only. ____________

6 Two incorrect answers will be taken away by the computer. ____________

7 A total of fifteen questions must be answered. ____________

8 The contestant waits to be told the result. ____________

C **Rewrite the sentences putting the underlined verbs in the passive.**

They <u>have exported</u> the show to 70 other countries.

The show has been exported to 70 other countries.

1 People <u>have won</u> the top prize twice.

____

2 When they <u>have used</u> all three lifelines, things get harder.

____

3 They <u>were showing</u> it six nights a week in America in 1999.

____

4 They <u>are making</u> a new series of the show at the moment.

____

5 I couldn't use the Internet because somebody <u>was using</u> the computer.

____

6 When we got to the airport, we found that they <u>had cancelled</u> the flight.

____

7 They <u>should spend</u> more money on health and education.

____

8 You <u>can't wash</u> this jacket. You <u>have to dry-clean</u> it.

____

D **Write questions in the passive which have these numbers and facts from the text as the answers.**

1 When was the show invented?

1998.

2 How many ______________________ on the ABC channel in 1999?

Six nights a week.

3 How many ______________________ to?

To 70 countries.

4 To win a million, how many ______________________?

A total of fifteen questions.

5 How many times ______________________?

Four times.

6 When ______________________?

In November 2000.

7 How many ______________________ by?

By 18 million viewers.

E **Write a description of your favourite TV show in about 100 words.**

Lesson 7

A **Read the information. Then use it to fill in the form.**

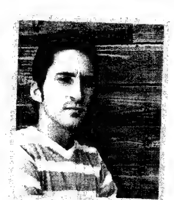
Safia Azzedine is from Basra, in Iraq. She is 22 years old and she is studying Tourism at Westminster University in London. She has lived in Britain for two years and now speaks English almost as well as Arabic. Before coming to Britain, she spent three years in France, where she perfected her French. She loves sport, especially swimming, waterskiing and riding. She worked at a sports club in Paris for three months as a swimming instructor.

International Sports Club

Application form for temporary work

1 First name
2 Surname
3 Age
4 Gender
5 Occupation
6 Nationality
7 Languages
8 How long have you been in Britain?
9 Favourite sports
10 Experience as a sports instructor

B 🎧 92 **Listen and correct the mistakes on Giorgio Palermo's model agency form.**



Name: Giorgio Palermo

Age: ~~19~~ 18

Nationality: British

Experience: He has been modelling for 3 years.
He has done 30 modelling jobs so far.

Top pay: 613 euros for two days on a jeans advertisement.

Height: 1 metre 98 **Weight:** 81 Kilos

Chest: 70 cm. **Waist:** 85 cm.

Shoe size: 42

Ambition: To be an actor.

C Design a form to be used while interviewing someone for one of these jobs:

- a tour guide in Iraq
- an extra in a film
- a receptionist in a hotel

Interview notes for job as ____________________

Surname: ____________________

First name(s): ____________________

Date of birth: ____________________

D Interview your partner for the job and write the answers in the form above. Your partner can use his/her imagination to invent details.

DT TT aTe aT e e eTce a a TT gTde?

Ye . I TT g TT Tf TT a TTTd Bag dad dT Tg e fe TaTTf Bag dad e Ca aTTf CTTT e.

Lesson 8

A Which of the adjectives below describe positive feelings and which describe negative feelings? Write P (positive) or N (negative) next to each one.

anxious	N	disappointed		relaxed	
fed up		embarrassed		relieved	
ashamed		energetic		thrilled	
bored		excited		tired	
calm		exhausted		upset	
cheerful		grateful		worried	
confident	P	pleased			

B How do they all feel? Use the pictures and the notes to describe these people. Use the adjectives in the box in your sentences.

anxious ashamed confident disappointed energetic excited exhausted relieved

Adam

1 Adam just got back from holiday; going to look for a new job, redecorate house

____

____

Ahmed

2 Ahmed expected to win poetry competition; has come second

____

____

Salwa

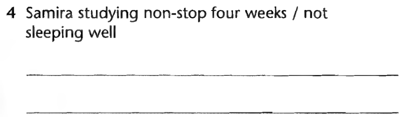
3 Salwa has won prize / study in London this summer

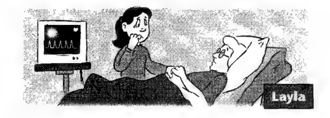
____

____

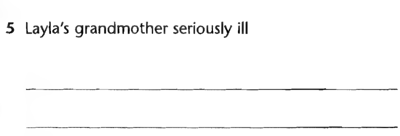


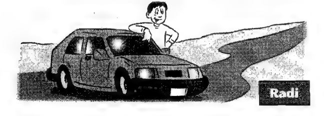
4 Samira studying non-stop four weeks / not sleeping well



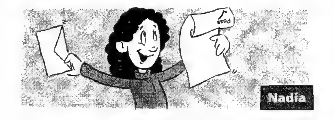


5 Layla's grandmother seriously ill

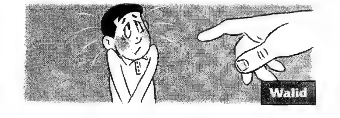




6 Radi / driving lessons six months / thinks he is good driver / driving test in an hour



7 Nadia thought did very badly in exam / has passed



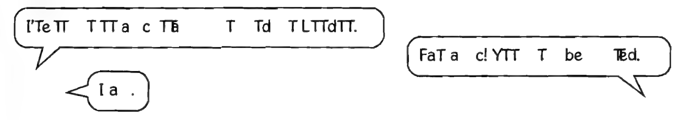
8 Walid copied friend's homework / stand up in class / teacher extremely angry

C 93 **Listen and match the adjectives to the speakers. Write the numbers 1 to 7 in the boxes.**

A cheerful ☐
B embarrassed ☐
C grateful ☐
D relaxed ☐
E thrilled ☐
F tired ☐
G worried ☐

D **Work in pairs. Choose an adjective from Exercise A but do not tell your partner. The adjective you have chosen is how you are feeling now. Say something to your partner that shows how you are feeling. Your partner has to guess the adjective.**

Example: You have chosen the adjective *thrilled*. You must sound *thrilled* when you speak.



Lesson 9

A **In pairs, write six-line dialogues for these situations.**

1 Your friend lent you a camera and now wants it back to take photos at a special occasion. Unfortunately you can't find the camera. You think you might have left it at a relative's house.

2 A friend of yours lent you her favourite video. You have recorded over it by accident. Your friend is very upset.

____

____

____

____

____

____

____

____

____

____

____

____

B **Practise the dialogues with your partner. Then act them out to the rest of the class.**

Lesson 10

A **96 Listen and read. What is different in the way these two people speak?**

H gT !DT TT eaTTe a I'Te f T ed e a ?

HeTIT, M DTTaŤ TT. I' Ťa ed T eTT TT a Te'Te f T ed e TTb.

- When we are excited about something good or bad, our intonation goes up and down much more.

B **97 Listen and tick the speakers who are excited.**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

C **98 Now listen and repeat. Try to copy the excited intonation!**

Revision 1

A **Read this newspaper report. It is a mixture of facts and opinions. Find the facts and write them on page 185.**

INDIA'S SHINING STAR

Here at the French Open Championship in Paris yesterday, we saw one of this year's most exciting matches.

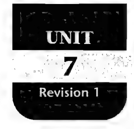
The eighteen-year-old Indian star Vidya Patel got through to the quarter-finals by beating Carmen Sanchez, from Venezuela, who is twelve years older.

Miss Patel looked confident from the start of the match, although she had never beaten the Venezuelan before. She has a beautiful serve, fast and accurate, which often went straight past Miss Sanchez. Her fastest serve was 158 kph. Throughout the first set, the older woman looked uncomfortable, unable to find any answer to the brilliant serve and volley of her opponent, and lost 3-6. Although Carmen is a favourite with the crowd here in Paris, you could feel the support for the young Indian player increasing as the match went on. We were all most impressed with her style and confidence.

In the second set, Miss Sanchez fought back bravely. She had a look of calm decision in her eyes. She seemed to be saying: I have more experience – I will show you! She won the set 7-5. In the third set, however, she once again lost heart. After a few games, she



appeared to give up. Miss Patel played brilliantly and finished off the set at 6-2, after one hour and 47 minutes. This young player is going to be one of the great stars of women's tennis.



Vidya Patel is from India. She is 18. (= 2 facts)

B **Use your imagination to add opinions to these factual articles. Read the example first.**

England beat France in the European Cup match on Saturday. The score was 1-0. The two teams were evenly matched, but in the last five minutes, England's David Beckham scored the goal.

The European Cup match between England and France last Saturday was one of the most thrilling of the season. The suspense throughout the game was incredible. David Beckham's brilliant goal in the last five minutes of this terrific match brought victory to England.

A fifteen-year-old boy in Marbella, Spain, ran into a burning house yesterday and rescued his ten-year-old sister. Twelve people outside the house were watching the fire, but they were not attempting to enter the house.

The Iraqi musician Naseer Shamma was in London yesterday for the first night of his new tour. Mr Naseer was wearing a blue suit. He shook hands with some of his fans outside the theatre and signed autographs.

____

____

____

____

____

____

Revision 2

A **All the vowels are missing in the words below. Read the clues and write the complete words.**

Adjectives

1 BRLLNT — *Fantastic, very good.* — brilliant

2 DSPPNTD — *Sad because things didn't happen as you expected.* — ____________

3 MBRRSSD — *Feeling that everyone saw you make a mistake.* — ____________

4 FRS — *Very angry.* — ____________

5 PNLSS — *It didn't hurt. It was ...* — ____________

6 NXS — *Worried.* — ____________

Different kinds of people

1 HRDRSSR — *Someone who cuts hair.* — ____________

2 JWLLR — *Someone who sells bracelets, necklaces, rings.* — ____________

3 PLMBR — *Someone who fixes pipes and bathrooms.* — ____________

4	CNTSTNT	*Someone who is taking part in a competition or game.*	________
5	VWR	*Someone who is watching TV.*	________
6	DNC	*People who are watching a live show.*	________
7	GST	*Someone who comes to stay.*	________

Natural world

1	SNW	*It's never cold enough in summer for this.*	________
2	DWN	*When the sun comes up.*	________
3	SNST	*When the sun goes down.*	________
4	C	*Frozen water.*	________

B Write the missing letter at the beginning and end of each word. The clues will help you.

1	She always smells nice. She wears lovely ...	PERFUME
2	What time are they going to ... the meal?	_ERV_
3	Shall I do it? Yes? No? I hate this ...	_NDECISIO_
4	I'm really sorry. Please ... me.	_ORGIV_
5	The ... gave him a yellow card in the last match.	_EFERE_
6	He is very worried. He is suffering from ...	_NXIET_
7	They're getting married. Their ... is next month.	_EDDIN_
8	They tied the two boats together with ...	_OP_
9	Who won the first ... of the game?	_OUN_
10	Another word for *build.*	_ONSTRUC_
11	To have a picture in your mind.	_MAGIN_
12	Write your ... at the end of the form.	_IGNATUR_



Test 1

A **99 Listen and complete the form.**

Name: ____________________

Date of birth: ____________________

Class: ____________________

Nationality: ____________________

Further education plans: ____________________

Ideal job: ____________________

Experience: ____________________

Languages: ____________________

Address: ____________________

Telephone: ____________________

B **Complete the sentences with words from the box.**

anxious	audience	disappointed	embarrassed	furious	imagine	signature	thrilled

1 'You've broken my glasses, you silly boy. I'm ______________ with you.'

2 At the end of the play, the ______________ clapped and shouted.

3 At the restaurant, I didn't have enough money to pay the bill. I was very ______________, but the waiter told me I could bring the money the next day.

4 Can you ______________ how life will be in the year 2050?

5 He didn't get the place at medical school that he expected, so he is rather ______________.

6 My parents were ______________ when I won first prize in a photography competition.

7 He's very ______________ about his wife, who is seriously ill.

8 I don't know who this letter is from. I can't read the ______________.

C **Circle the correct words.**

1 Did you see the bracelet … I bought for Muna?
a) who **b)** where **c)** that

2 He said he hadn't ... told about the extra class.
a) be b) been c) being

3 I don't like people ... tell lies.
a) they b) who c) when

4 How many matches ... been played so far?
a) have b) are c) were

5 You can have clothes ... there very cheaply.
a) making b) make c) made

6 I like films ... make me laugh.
a) when b) whose c) which

7 The doors ... locked every night.
a) are b) must c) they

8 I know someone ... father is a film star.
a) their b) which c) whose

9 There's a nice restaurant ... you can sit outside.
a) where b) which c) that

10 When are we ... to the airport?
a) be driven b) be drove c) being driven

11 Where did you ... your car repaired?
a) get b) getting c) got

12 Where will the new sports centre ...?
a) being built b) building c) be built

D **Use the prompts to complete these dialogues. Write questions in the first part and statements in the second. Remember to check the tenses and the punctuation.**

1 **Sara:** (hair / look nice / where / get / cut)
Your hair looks nice. Where did you get it cut?
Layla: At home.
Sara: (really / your mother / do / it)
____
Layla: No, it was done by Jameela.

Sara: (Jameela / friend)

___

Layla: No, she's a hairdresser who comes to our house.

2 **Salman:** (my brother / interviewed / a reporter / yesterday)

___

Jamal: Why?

Salman: (he / captain / tennis team / won / Cup)

___

Jamal: Oh, that's good. Will he be on TV?

Salman: (no / photo / taken / in today's newspaper)

___

Jamal: Are you going to buy the newspaper?

Salman: (no / reporter said / it / sent / our house)

___

Jamal: Well, I'd better buy one.

Test 2

A Read the article and choose the best title.

☐ **LONDON'S MOST FAMOUS STORE**

☐ **ONLY FOR MILLIONAIRES**

☐ **THE BEST SHOP IN THE WORLD**

☐ **Where to buy expensive food**

☐ **London's most expensive shoes**

Without a doubt, Harrods is London's most famous department store. It is situated in Knightsbridge, one of London's most expensive areas.

Harrods, which was founded in 1834 by Charles Henry Harrod in east London, was moved to its current site in Knightsbridge, central London, fifteen years later. To begin with, the shop was just one room with two shop assistants and a messenger boy. By 1880, Harrod's son, Charles Digby, had built up the business so that the shop sold medicines, perfumes, notebooks and paper, fruit and vegetables. In 1883, there was a fire and the shop burned to the ground. A new building was immediately constructed, however, and since then Harrods has gone from strength to strength.

Today Harrods is a huge department store with 35,000 customers every day. During the sales, there are 300,000 customers a day. The shop has 4,000 people working in the store. The food department sells 250 different kinds of cheese and 130 different types of bread. The confectionery department sells 100 tonnes of chocolate per year. The exterior of the store is lit by 12,500 bulbs and 300 of them have to be changed every day.

Harrods has a motto which is 'Everything for Everybody Everywhere'. If you are rich enough, you can buy diamond-covered shoes which cost a million pounds! And there are many more true stories about unusual things which have been sold to important customers. In the early 1900s, wealthy customers could even buy planes and sailing boats from Harrods. Of course they had to be ordered first, then paid for, then delivered. Later, in the 1930s, Harrods had on show one of the world's first television sets. The famous British writer, Noel Coward, was once given an alligator which had been ordered and bought at Harrods as a Christmas gift. The American president, Ronald Reagan, was given a baby elephant which had been bought at Harrods. The British film director, Alfred Hitchcock, used to have his favourite fresh fish flown out to him in America by Harrods.

While it is true that Harrods sells just about anything you could want, it is one of the most expensive shops in Britain. So perhaps Harrods should change their motto to 'Everything for Everybody **Rich** Everywhere'!

B Write full answers to these questions.

1 What type of shop is Harrods?

____

2 Where is Harrods?

____

3 How old is it?

____

4 Why did it have to be rebuilt in 1883?

____

5 How many people go shopping at Harrods on a normal day?

____

6 When are there many more customers per day?

____

7 Name three everyday things which can be bought at Harrods.

____

8 What three occupations are mentioned in the article?

____

9 What do these words mean?

a) department store ______________________

b) confectionery ______________________

c) wealthy ______________________

10 How do you think Noel Coward would have felt about his gift?

____

11 What is your favourite shop?

____

12 Say why you like it so much in two sentences.

____

____

13 Which item that you have recently bought has given you the most pleasure?
(It can be something cheap or expensive, big or small, for you or for someone else.)

____

14 Explain in two sentences why you were so pleased with buying this thing.

____

____



C **Write a story about a shopping trip that went wrong. Write about 150 words. Read this plan to help you.**

Paragraph 1: Give background information.

- When did you go?
- Who did you go with?
- What did you want to buy? Why?
- Which shops did you go to?

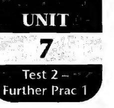
Paragraph 2: Describe buying the object.

- Describe the shop and the shop assistant.
- Record some of the conversation.
- Describe the object you bought and the price.

Paragraph 3: Describe the problem.

- Say what the problem was, e.g., You left the object in the shop; the shop assistant wrapped up the wrong object; you decided you didn't like the object and wanted to change it.
- How did you feel about this? Annoyed with yourself or the shop assistant? Furious? Disappointed?
- Say what you did, e.g., give the object away, take it back to the shop and exchange it.
- How did you feel in the end? Relieved? Pleased? Or did you think it had all been a waste of time?

A shopping trip that went wrong



Further Practice 1

A Check your answers to the quiz questions on Student's Book page 95.

1 Al Khawarizmi.

2 Around 600 BCE.

3 Al Jahshiyari (in the 10th century).

4 Baghdad Tower, in Al-Nisour Square

5 In London (2012).

6 Orry.

7 In the 9th century.

8 1971. Reopened 2003.



B **Write five more quiz questions. Each question should contain a verb in the passive. Give your questions to your partner to write the answers. You must know the correct answers yourself!**



Further Practice 2

A **Read the story. Copy it out and use the prompts to add interesting details.**

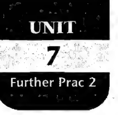
During the spring holidays (*Which month?*) my brother (*What's his name?*) and I went on a trip to the desert. (*Where to? A nature reserve? A fort?*) My brother has his own car and he is a good driver. We left the house early (*What time?*) because … (*Was it going to be a long trip? Did you want to start before it got too hot?*).

On the way, we stopped for … (*petrol? breakfast? prayers? to collect your cousin?*) It was a … (*beautiful / hot / cloudy / cool*) day and, as we drove, we saw … (*Describe the scenery. A pretty village? camels? a market?*). We got to … (*Name the place*) around twelve o'clock. We had a picnic. (*Where? What did you eat? Did you enjoy it? Why? Why not?*) Then we looked around. (*Describe the attraction you went to see.*) I took some photos of … (*What?*). We saw … (*other tourists? animals? wildlife? the fort?*). Then it was time to go home.

We had driven about … (*How many kilometres?*) when the car made a funny noise and stopped. My brother tried to start it again, but it was impossible. I had my mobile phone with me and I tried to phone home. Unfortunately, my mobile didn't work. (*Why? battery? too far away?*) We didn't know what to do. (*How did you feel? What did your brother say?*) Then we saw a car coming. (*What kind of car? What colour? How did you feel when you saw the car?*) My brother waved at the car and it stopped. We couldn't believe our luck when we saw our uncle inside it. He was on his way back from … (*Where?*). 'Get in,' he said, and he drove us back to … (*Where?*).

(*When you got home, what did you do about your brother's broken-down car?*)




UNIT
7
Further Prac 2



B **Write a story about a trip with some kind of problem. Here are some ideas:**

- You went to the beach / lake / desert by car and ran out of petrol / broke down on the way back.
- You visited friends / relatives by bike. On the way back, you had an accident / fell off / had a puncture.
- You visited friends by taxi / bus. On the way back, two people in the bus / taxi started fighting / became very ill.
- You went on a boat excursion to an island and on the way back a small child fell in.

Use this plan:

Paragraph 1: Give background information.

- When did this happen?
- Where did you go?
- How did you get there?
- Who with?
- Why were you making the trip?

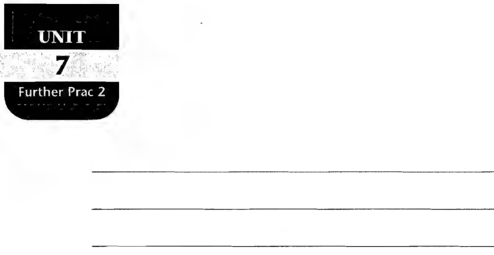
Paragraph 2: What did you do at your destination?

- What / who did you see?
- What did you do?

Paragraph 3: Describe the problem.

- When and where did the problem occur?
- What was it?
- What did you try to do about it?
- How did you feel about it?
- What did other people say?
- What happened in the end?

Write about 150 words.





Lesson 1

A **Write definitions for these words, using a relative pronoun each time.**

1 A competitor is someone who takes part in a competition or game.

2 A necklace is something which ______

3 A jeweller ______

4 Snow ______

5 An island ______

6 An optician ______

7 Contact lenses ______

8 A game show ______

9 A market ______

10 A time limit ______

11 A soap opera ______

12 A still life ______

Now write words for your partner to define. Exchange books and write definitions. Then correct your partner's sentences.

______

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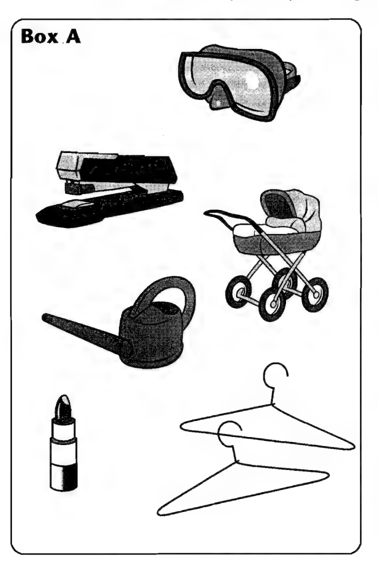
B Work with a partner. Student A uses this page. Student B uses page 201.

1 Imagine you are in a large department store. Practise the dialogue below with your partner.

A: Hello. I'm looking for something, but I don't know the word for it.
B: Could you describe the object?
A: It's something that you wear when you're swimming so you can see underwater.
B: Do you mean a mask?
A: That's exactly what I meant. Do you sell them?
B: Yes, but you're in the wrong department. You need to go to the sports department.

2 You want to buy an object in Box A, but you don't know the word. Describe it and say you want to buy it, using the dialogue above as a model. Write the correct word next to the picture of the object.

3 Change roles. Listen to your partner describing one of the objects in Box B. Tell him/her the word and where to buy the object, using the dialogue above as a model.







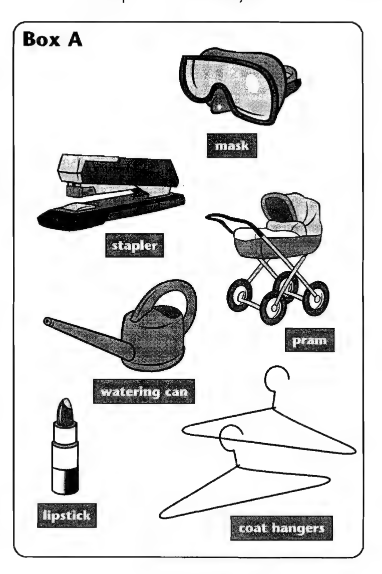
B **Work with a partner. Student B uses this page. Student A uses page 200.**

1 Imagine you are in a large department store. Practise the dialogue below with your partner.

A: Hello. I'm looking for something, but I don't know the word for it.
B: Could you describe the object?
A: It's something that you wear when you're swimming so you can see underwater.
B: Do you mean a mask?
A: That's exactly what I meant. Do you sell them?
B: Yes, but you're in the wrong department. You need to go to the sports department.

2 Listen to your partner describing one of the objects in Box A. Tell him/her the word and where to buy the object, using the dialogue above as a model.

3 Change roles. You want to buy an object in Box B, but you don't know the word. Describe it and say you want to buy it, using the dialogue above as a model. Write the correct word next to the picture of the object.





Lesson 2

A 🎧 (103) **Listen to a radio advertisement and complete the newspaper advertisement.**

Ahlen Productions

Around ① ______ film extras are needed for a new comedy film, ② ______ ______. The scenes will be filmed on ③ ______ July and ④ ______ July, from ⑤ ______ a.m. until ⑥ ______ p.m. We are looking for extras who are over 1 metre ⑦ ______ in height and who are aged over ⑧ ______ and under ⑨ ______. Pay will be ⑩ ______ Iraqi dinars per day. Auditions are being held on Wednesday ⑪ ______ at ⑫ ______ a.m. at the International Hotel on ⑬ ______ Street.
A letter giving their parents' permission to take part must be brought by anyone aged under ⑭ ______. For more information, call Yusuf Malouf or Nabil Halabi on ⑮ ______.

B **Imagine you are going to an interview for an audition. Write a short description of yourself. What details do you think you should include?**

______

______

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______

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Lesson 3

A **Read and complete this text. Put the verbs into the correct tense of the passive.**

Every year, hundreds of snakes ① ____________ (buy) by people who want an unusual pet. Unfortunately, these animals ② ______________________________ (not always look after) very well. Sometimes they ③ ________________ (leave) without food or water to die, and sometimes they ④ ________________ (throw out) by people who no longer want them once they grow too big to handle.

Last year, twelve imported pet snakes ⑤ ________________ (find) in city locations around the United Kingdom. A man who left one in a flat in Manchester ⑥ ________________ (still not find) by the police. The police and animal protection groups have said that pets should not ⑦ ________________ (buy) unless they can ⑧ ________________ (take) care of. They say that anyone guilty of dumping snakes or other pets ⑨ ________________ (bring) to justice.

B **Read the headlines and make up the rest of the stories. Take turns saying a sentence each. Use your imagination to add details. Use verbs in the passive where possible.**

ALLIGATOR FOUND IN FLORIDA SWIMMING POOL

Thousands of fish and seabirds destroyed by pollution

MOBILE STOLEN BY MONKEY

Man rescued by dog after two hours in snow

GIRL ATTACKED BY SHARK – SAVED BY DOLPHINS

Valuable Camel Stolen

A laxge alligax xhar bee f x d i xhe xixaxe rx immi g I f a Fl xida bxri errma .

Ix ir xh xghx xhax xhe alligax x...



C **Write a short news report (60 words) based on one of the headlines above.**

____

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Lesson 4

A **Work with a partner. You are both newspaper reporters. You have both interviewed a famous traveller who is now aged 90. He told you about his travels in Arabia. Did he give you the same information? Student B: First, fill in the blanks to complete the information the traveller gave you. The traveller said ...**

1 I first travelled to the south of Arabia in __1946__. *(Say which year.)*

2 The *Wali* said that ________ local men must travel with me. *(Say how many.)*

3 We had ______________ to ride, but we walked most of the time. *(Say what.)*

4 Our food was mostly ______________ and ______________. *(Say what.)*

5 Sometimes we killed a ____________________. *(Say what.)*



6 After ________ days, we returned to Salala, but I made many more journeys in the desert. *(Say how many.)*

7 Altogether, I spent ________ years exploring the Arabian desert. *(Say how many.)*

8 Of course, I could speak Arabic, and ________ other languages too. *(Say how many.)*

9 After Arabia, I travelled in ____________________. *(Say which country.)*

10 When I became too old to travel, I made my home in ________________. *(Say which country.)*

11 I've written ________ books about my travels. *(Say how many.)*

12 My latest book will be published in ________________. *(Write the month.)*

13 The best thing about travelling in unexplored places is ____________________. *(Say what.)*

Now tell your partner what the traveller told you. Listen to what he told your partner. How many differences are there?

Example:

A He x ld me he had xxaxelled i xhe r xxh f Axabia i 1945.

B Thax'r diffexe x He x ld me he had xxaxelled x xhe r xxh f Axabia i 1946.

B **Listen and complete the messages, changing the tenses of the verbs.**

1 Manal said that *she had been to the shop and bought some oil.*

2 Jassim said that ____________________

3 Nisrin said that ____________________

4 Haidar said that ____________________

5 Ameena said that ____________________

6 Kamal said that ____________________

7 Salwa said that ____________________

8 Bilal said that ____________________

9 Sara said that ____________________

10 Ibrahim said that ____________________

C **You are going to play a game in groups of four. First, write a list on a piece of paper. Don't let anyone see what you write.**

Write down:

1 something you've never done.	I been to Beijing
2 something you're doing next week.	2 going swimming
3 something you're not doing tomorrow.	3 not playing tennis
4 something you have to do.	4 have my hair cut
5 something you'll probably do when ...	5 have a sandwich when I get home

D **Tell the others the five things on your list.**



I'xe exex bee x Beiji g.
I'm g i g rx immi g e x x eek.
I'm x la i g xe ir x m xx x .
I haxe x haxe m haix cxx
I'll x babl haxe a ra dx ich x he I gex h me.

E **Take turns saying what the others said. Correct any mistakes about what you said.**





Ahmed raid he had exex bee x Beixxx





N , I did 'x I raid I had exex bee x Beiji g.





Ahmed raid he x xld x babl haxe a ra dx ich x he he g x h me.



Lesson 5

A **Anna is telling a friend about her interview for a job. Write reported questions based on the direct questions.**

Questions Anna was asked at her interview:

1 Where are you working at the moment?
2 What computer programs are used in your current job?
3 How many people have you got working under you?
4 Do you have to travel a lot in your current job?
5 Where did you learn to speak Arabic?
6 Do you speak it fluently?
7 How many other languages do you speak?
8 Have you ever worked in the Middle East?
9 How long were you the editor of the local magazine?
10 When will you be free to start the job?
11 Can you type?
12 Have you got a clean driving licence?

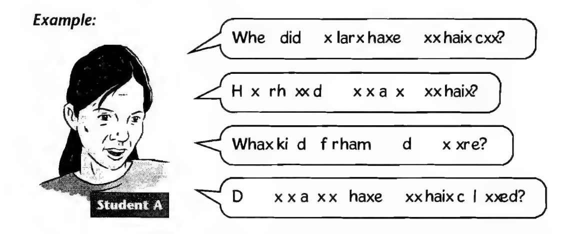
1 *They asked me where I was working at the moment.*
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______
9 ______
10 ______
11 ______
12 ______

B **Play the game 'What's my job?' with four or more people.**

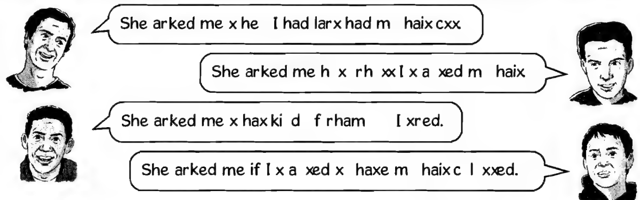
1 Student A chooses his/her job from the list, but doesn't tell the others what it is. He/She now sits separately from the rest of the group. Let's say, for example, that Student A chooses *hairdresser.*

2 The other players take turns 'visiting' Student A. Student A asks each person a different question. Each question must be connected to the job that Student A has chosen. Players do not answer Student A's questions.

Example:



3 When all the players have visited Student A, they report the question that they were asked.



4 The players then guess A's job. Another player chooses a job from the list.

Jobs			
bank manager	dentist	doctor	driving instructor
flight attendant	hairdresser	interpreter	jeweller
lifeguard	mechanic	optician	plumber
police officer	receptionist	sales assistant	sports instructor
tour guide	travel agent	TV presenter	waiter

Revision

A Complete the second conditional sentences in ways that are true for you.

1 If I (can) ___could___ be any animal, ___I'd like to be a falcon.___

2 If I (speak) ________ lots of languages, ________________

3 If I (have) ________ my own plane, ________________

4 If I (not be) ___wasn't___ so tired, I'd ________________

5 If I (not be) ________ so busy, I'd ________________

6 If I (can) ________ choose any career, ________________

B Write seven-line dialogues for two or more of these situations.

Situations

A friend ...

has lost her/his watch.
of eighteen is thinking of getting married to someone aged fifty.
is worried about her/his new job and can't sleep at night.
is going camping and doesn't know what to pack.
is doing badly at school.
wants to redecorate and change her/his room and needs some ideas.

Example:

A: I've lost the watch which my father gave me. It was really expensive.
B: When did you last have it?
A: I think I took it off when I went swimming.
B: If I were you, I'd go back to the swimming pool and ask about it.
A: I've already done that.
B: How about putting up a notice in the reception area at the pool?
A: That's not a bad idea. I might try that.

1

____

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2

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____

C **Match the orders on the left to the reasons on the right. Then write sentences with *You'd better .... because ...***

1 Be quiet.	g	**a)**	You mightn't have time later.
2 Change your clothes.	☐	**b)**	I'm not going to say this again.
3 Change some money now.	☐	**c)**	It might be a very formal party.
4 Listen.	☐	**d)**	It might be cold.
5 Tell one of your parents.	☐	**e)**	They might be worried.
6 Take a sweater.	☐	**f)**	You might forget it.
7 Write it down.	☐	**g)**	Everyone's asleep.

1 You'd better be quiet because everyone's asleep.

2 ______

3 ______

4 ______

5 ______

6 ______

7 ______

Test 1

A **(106) You are going to hear someone talking about what's on TV this week. Listen and tick one answer about each programme.**

1 The film *My Broken Heart*

a) was first shown on TV in 2003. ☐

b) may make you cry. ☐

c) is about an operation in hospital. ☐

2 *Steve's Night Out*

a) is a chat show. ☐

b) is going to start earlier than usual. ☐

c) is about sport. ☐

3 In *Londoners*

a) you will hear some new songs. ☐

b) Gerry wants to work with Sandy at the supermarket. ☐

c) everyone seems to have problems. ☐

4 *House Colours*

a) is a lifestyle programme. ☐

b) is about saving money. ☐

c) is about cooking. ☐

5 **The football match**

a) will be on the Internet. ☐

b) will be later than usual. ☐

c) will have an effect on the usual programmes. ☐

6 **The wildlife film could have the title**

a) *Dolphins around the World.* ☐

b) *Fishing for Dolphins.* ☐

c) *The Mediterranean Dolphin in Danger.* ☐

B **(107) Listen and write the correct number in each box. Who is ...**

a) advising someone? ☐

b) offering something? ☐

c) promising something? ☐

d) reminding someone? ☐

e) suggesting something? ☐

f) warning someone? [1]

C **Complete each sentence with a suitable word.**

Example: He's tired all the time and never wants to do anything. He has very little energy at the moment.

1 There's a fire in that house. Quick, call the fire ________.

2 Two people have been seriously hurt in the accident. We need to call an ________.

3 The writers and editors don't decide how to arrange the text and photos on a page. That's a job for the ________.

4 Change the word *kids* to *children*, please. The word *kids* is too ________ for this article.

5 I loved the way the children could fly and walk through walls in that film. I thought the special ________ were fantastic.

6 We have wonderful sports ________ in Baghdad now.



7 I'd like to make an __________ to see the bank manager, please.

8 I wouldn't like to be a __________ in a TV game show.

9 I want to have my own business. I'd like to be an employer, not an __________.

10 My brother plays football so well he wants to become a __________ player.

D **Circle the word in each group that doesn't belong. Choose the correct name for each group.**

art	~~cooking~~	describing food	newspapers	types of film	TV programmes

Example: boil (drink) fry heat — cooking

1 article font headline realistic __________

2 cartoon forecast horror thriller __________

3 chat show game show soap opera still life __________

4 comedy exhibition painting gallery __________

5 parsley salty spicy tasteless __________

E **Choose the best way to complete each sentence. Write the letter.**

1 It's really late. ______ go home now.
a) We better **b)** We'd better **c)** We'd better to

2 If I ______ you, I'd ask the doctor about the cut on your hand.
a) was **b)** am **c)** were

3 Do you ever wish you ______ more money?
a) have **b)** had **c)** having

4 I feel sick. I wish I ______ so much chocolate.
a) don't eat **b)** can't eat **c)** hadn't eaten

5 I really wish you ______ come with us tomorrow.
a) could **b)** can **c)** will

6 There's plenty of time. We ______ to do this essay until next week.
a) don't have b) didn't have c) mustn't

7 How many questions ______ to answer in the test last week?
a) must you b) did you c) did you have

8 The dentist told me ______ sweets or chocolate.
a) not to eat b) not eating c) mustn't eat

9 Layla asked ______ come on the picnic with us.
a) can she b) if she could c) she could

10 My brother asked me where ______ been.
a) you have b) I have c) I had

11 Nowadays, a lot of good films ______ in the Middle East.
a) are making b) were made c) are being made

12 A lot of changes ______ since your last visit.
a) have been made b) were made c) are made

13 I really think something ______ about the rubbish in the park.
a) could do b) must be doing c) should be done

14 Do you remember that place ______ we had a picnic last year?
a) which b) where c) whose

15 Where did you have your bike ______?
a) repair b) repairing c) repaired



Test 2

A Read the text and tick the four topics the article tells us about.

1 conditions needed for growing rice ☐

2 rice-growing methods in Asia ☐

3 the price of rice ☐

4 traditional uses of rice ☐

5 growing rice in Europe ☐

6 growing better rice ☐

Did you know that rice is eaten by half the world? Every year about 600 million tonnes of it are harvested. Most of the world's rice is grown in China, India and Indonesia. China produces 31%, India produces 20% and Indonesia produces 9% of the world's rice.

Rice has to be grown in warm, wet conditions. It takes between 110 and 200 days to mature. While it is growing, it needs to be kept wet. For this reason, it is usually grown on flat land in places which have a long rainy season. It can also be grown near rivers that flood, such as the Nile in Egypt.

In most of Asia, the traditional methods of cultivating and harvesting rice by hand are still practised. Animals such as water buffalo are used to prepare the rice fields. At the same time, rice seeds are planted in seedling beds. After 30 days, the small rice plants are moved to the rice fields. If it does not rain during the growing season, the land has to be watered by hand. In fact, it takes 5,000 litres of water to produce just one kilo of rice.

Rice is not always used as food. It is also used in traditional ceremonies. In Bali, Indonesia, they often put a little rice on banana leaves to be eaten by ghosts! In Japan, dry rice plants are placed over the doors of houses to keep ghosts away. In India, rice is thrown at the bride and her husband at weddings. It is thought it will bring luck to the couple who are getting married. This is also done at weddings in Europe and the United States.

Because of Asia's rising population, rice production has to be increased by 60% by the year 2020. The rice plant will therefore have to be improved. Scientists are trying to find a type of rice that can be grown on less land with less water. Many different methods are being used to improve rice seeds, including genetic engineering. Nobody is quite sure how many varieties of rice exist at the moment, but it is thought that there are probably around 140,000 different types. Scientists are confident that the perfect variety of rice plant will be produced soon. It will be one which does not need too much water or land and which grows fast and produces a large amount of rice.



B **Read the text again and mark these statements T (True), F (False), or D (Doesn't say).**

1 Rice is eaten by half the people of Europe. ☐

2 Indonesia produces less rice than India. ☐

3 Rice should not be planted near rivers. ☐

4 Rice farmers in Japan use a lot of machines. ☐

5 Rice is ready to be picked and processed 30 days after being planted. ☐

6 Rice has to be kept wet while it is growing. ☐

7 In many countries it is considered very unlucky to throw rice away. ☐

8 Rice is used at wedding ceremonies in some countries. ☐

9 Scientists have stopped trying to improve the rice plant. ☐

10 The ideal rice plant would use even more water and grow more slowly. ☐

C **Find examples of the following in the text and copy them.**

Paragraph 1: two verbs in the present simple passive

____

____

Paragraph 5: a verb in the present continuous passive

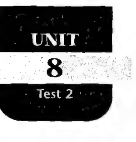
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Paragraph 5: a verb in the future passive

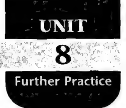
____

D **Write a story of about 100 words with the following title:**
A very difficult day.




UNIT
8
Test 2





Further Practice

A Check your score for the quiz on Student's Book page 103.

Score:
For (a) answers, you get 0 points.
For (b) answers, you get 1 point.
For (c) answers, you get 2 points.

What does it mean?

0 – 5	You're a horrible wolf. Everyone is frightened of you because they know you want to eat them.
6 – 8	Like most people, you are half wolf and half lamb.
9 – 12	You are a gentle lamb. Everyone loves you because you are kind and friendly.

B Write three more questions for the quiz.

Each question should have three answers to choose from. Don't forget that (a) answers should be the nastiest, least kind reaction, (c) answers should be the kindest reaction and (b) answers should be in the middle. Try to be funny!

1 ______________________________
  a) ______________________________
  b) ______________________________
  c) ______________________________

2 ______________________________
  a) ______________________________
  b) ______________________________
  c) ______________________________

3 ______________________________
  a) ______________________________
  b) ______________________________
  c) ______________________________

C Work in pairs. Read and answer your partner's new questions.





WORD LIST

1.2 = Unit 1, Lesson 2

Unit 1

annoyed ***1.10***
artist ***1.8***
bad-tempered ***1.2***
bossy ***1.2***
calm down ***1.3***
castle ***1.4***
celebration ***1.R1***
courage ***1.8***
crash (*v*) ***1.3***
crew ***1.8***
cultural ***1.8***
culture ***1.8***
disappointed ***1.10***
discovery ***1.8***
easy-going ***1.2***
exhibition ***1.8***
fast (*n* and *v*) ***1.2***
fortunate ***1.2***
generous ***1.2***
ghost ***1.4***
greetings card ***1.1***
holiday camp ***1.7***
honest ***1.2***
honestly ***1.3***
jealous ***1.12***
jealous ***1.2***
joke (*v*) ***1.1***
kilt ***1.4***
lazy ***1.2***
loch ***1.4***
Mother's Day ***1.1***
musician ***1.8***
nosy ***1.2***
patient ***1.2***
performers ***1.8***
poet ***1.8***
popular ***1.2***
pray (*v*) ***1.2***
prayers ***1.2***
procession ***1.8***
programme (of events) ***1.8***
proud ***1.10***
scooter ***1.3***
scorpion ***1.4***
Scottish dancing ***1.4***
selfish ***1.2***
shy ***1.2***
sociable ***1.2***
traditional ***1.2***
windsurfing ***1.7***
worried ***1.10***

Unit 2

adult ***2.R1***
advert ***2.9***
advertising ***2.9***
age group ***2.R1***
allow ***2.4***
attendance ***2.R1***
camera phone ***2.1***
chat ***2.1***
clearly ***2.5***
coastguard ***2.4***
contain ***2.5***
courage ***2.4***
discontented ***2.9***
download ***2.8***
drinks stall ***2.7***
drown ***2.4***
e-card ***2.1***
exaggerate ***2.7***
fear ***2.4***
frequently ***2.8***
hairdryer ***2.2***
hold on ***2.5***
huge ***2.8***
hurry up ***2.2***
in trouble ***2.4***
invent ***2.8***
laptop computer ***2.1***
over (15 and over) ***2.R1***
overcome ***2.4***
percentage ***2.R1***
persuade ***2.9***
phone game ***2.1***
plug in ***2.2***
pocket money ***2.1***
point ***2.9***
position ***2.2***
press ***2.2***
print ***2.8***
protection ***2.9***
public ***2.8***
push ***2.2***
review ***2.8***
rough (for the sea) ***2.4***
search ***2.8***
select ***2.2***
setting ***2.2***
shade (in the ~) ***2.7***
shady ***2.7***
share ***2.8***
surf (the Internet) ***2.8***
surf the net ***2.8***
switch on/off ***2.2***
text message ***2.1***
turn on/off ***2.2***
view ***2.9***
waste (time) ***2.2***
wrong number ***2.5***
yoga ***2.10***

Unit 3

afford ***3.9***
against the law ***3.2***
bamboo ***3.2***
battery ***3.4***
break down ***3.3***
breed (*v*) ***3.2***
carbon dioxide ***3.6***
cardboard ***3.5***
certainly ***3.9***
definitely ***3.9***
destroy ***3.2***
development ***3.6***
dump (*n*) ***3.4***
earth ***3.4***
economy ***3.6***
editor ***3.6***
endangered ***3.1***
expect ***3.9***
extinct ***3.2***
fence ***3.7***
fin ***3.1***
fish farming ***3.9***
flat (*adj*) ***3.1***
flow chart ***3.4***
food chain ***3.6***
fossil fuel ***3.6***
fur ***3.1***



global warming *3.6*
greenhouse gas *3.6*
horn *3.1*
hunter *3.2*
hybrid (car) *3.9*
illegal *3.2*
increase *3.2*
industrial *3.6*
industry *3.6*
life cycle *3.4*
LNG (= liquefied natural gas) *3.6*
market (on the ~) *3.9*
monitor *3.6*
motor *3.9*
oryx *3.10*
overfishing *3.9*
ozone *3.6*
picnic table *3.7*
pollution *3.2*
process *3.5*
protect *3.2*
rebuild *3.5*
recharge *3.5*
recycle *3.4*
recycling bin *3.5*
recycling centre *3.4*
redo *3.5*
reheat *3.5*
reorganize *3.5*
replay *3.5*
reserve (game ~) *3.7*
retake *3.5*
reuse *3.5*
rewrite *3.5*
ringtone *3.4*
rubbish *3.4*
run out of *3.3*
shade *3.3*
smog *3.9*
smooth *3.1*
stripe *3.1*
technology *3.6*
toxic *3.4*
volunteer *3.7*

Unit 5

actively *5.R1*
avoid *5.1*
bar (of chocolate) *5.1*
benefit *5.R1*
boil *(v)* *5.4*
bossy *5.5*
brain *5.R1*
by mistake *5.6*
carton *5.1*
champion *5.5*
change *(n)* *5.6*
cheat *5.6*
chemical *(n)* *5.R1*
chew *5.2*
chilli *5.1*
chop *(v)* *5.3*
coach *(n)* *5.2*
complain *5.10*
complaint *5.10*
couscous *5.1*
crazy *5.5*
driving licence *5.3*
electric guitar *5.5*
employee *5.R1*
employer *5.R1*
energetic *5.2*
energy *5.1*
exciting *5.5*
facilities *5.5*
flavour *5.1*
furnished *5.10*
grate *(v)* *5.3*
grilled *5.1*
gum *5.2*
honest *5.6*
inconvenient *5.10*
landlord *5.10*
lay (a table) *5.3*
lungs *5.R1*
microwave *5.4*
mountain bike *5.5*
nursery school *5.5*
packet *5.1*
peel *(v)* *5.3*
psychologist *5.R1*
purse *5.6*
rented *5.10*
ridiculous *5.2*
romantic *5.5*
safari *5.5*
salty *5.4*
slice *(n)* *5.1*
spicy *5.1*
spinach *5.4*
sporty *5.R1*
spot *(n)* *5.7*
staff *5.R1*
starving *5.4*
suit *(n)* *5.3*
supper *5.4*
tasteless *5.4*
tasty *5.1*
tie *(n)* *5.3*
uniform *5.3*
unsatisfactory *5.10*
wallet *5.6*
weightlifter *5.3*
weightlifting *5.7*
yoghurt *5.4*
Yours faithfully *5.10*
Yours sincerely *5.10*

Unit 6

adventure *6.5*
award *(n, v)* *6.3*
brilliant *6.5*
bring under control *6.2*
cartoon *6.1*
chat show *6.1*
collapse *6.7*
committee *6.10*
condition *6.2*
contribute *6.10*
decorate (a house) *6.1*
decoration *6.6*
designer *6.10*
destroy *6.2*
directed (by) *6.5*
disaster *6.7*
drama *6.1*
editor *6.10*
evacuate *6.2*
exhibition *6.6*
experiment *6.6*
explosion *6.2*
fire brigade *6.2*
font *6.10*
golf *6.7*
historical *6.5*
horror *6.5*
instruct *6.2*
interior *6.2*
keen *6.7*
lifeguard *6.R1*
lifestyle *6.1*
miracle *6.7*

novel *6.3*
poisonous *6.7*
presenter *6.3*
prevent *6.2*
professional *6.4*
promote *6.7*
psychological *6.5*
publicity *6.6*
publish *6.3*
receptionist *6.R1*
science fiction *6.5*
serious *6.2*
seriously *6.6*
soap opera *6.1*
special effects *6.5*
still life *6.6*
stunned *6.3*
sub-editor *6.10*
superb *6.5*
take (something) seriously *6.6*
terrified *6.7*
thriller *6.5*
unforgettable *6.5*
vehicle *6.2*

Unit 7

About time! *7.9*
accurate *7.R1*
anxious *7.8*
Arctic Circle *7.1*
attractive *7.2*
audience *7.5*
autograph *7.R1*
bravely *7.R1*
confidence *7.R1*
construct *7.1*
contact lenses *7.3*
contestant *7.5*
dagger *7.4*
decision *7.R1*
decisive *7.2*
dependent *7.2*
embarrassed *7.8*
embroidery *7.4*
energetic *7.8*
euro *7.7*
exported *7.5*
fashionable *7.2*
furious *7.10*
guaranteed *7.5*
harmful *7.2*
harmless *7.2*
I guess not. *7.9*
I suppose so. *7.9*
immature *7.2*
immoral *7.2*
impractical *7.2*
impress *7.R1*
incense *7.4*
incorrect *7.2*
increasingly *7.5*
incredible *7.R1*
indecisive *7.2*
independent *7.2*
inexpensive *7.2*
insensitive *7.2*
It's a deal. *7.9*
learn by heart *7.9*
mature *7.2*
melt *7.1*
model agency *7.7*
moral *7.2*
negative *7.8*
opponent *7.R1*
optician *7.3*
plumber *7.9*
positive *7.8*
powerful *7.2*
powerless *7.2*
practical *7.2*
rebuild *7.1*
relieved *(adj)* *7.18*
reopen *7.1*
round *(n)* *7.5*
sensitive *7.2*
specialize *7.3*
style *7.R1*
successful *7.5*
suspense *7.5*
Sweden *7.1*
sword *7.4*
take ages *7.9*
thoughtful *7.2*
thoughtless *7.2*
time limit *7.5*
tonne *7.1*
unattractive *7.2*
unbearable *7.5*
unfashionable *7.2*
version *7.5*
victory *7.R1*
What a pity! *7.10*
What a shame! *7.10*
winnings *7.5*
You poor thing! *7.10*





Components of *English for Iraq, 5th Preparatory*

- Student's Book
- Activity Book
- Teacher's Book
- Audio

The Student's Book presents new language and provides opportunities to practise English using a wide variety of reading and listening materials. Reading texts include websites, e-mails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world. The Student's Book also includes a Grammar and Functions Reference section, giving detailed explanations and examples of the language points covered in the course, and a Literature Focus.

The Activity Book contains stimulating activities to consolidate vocabulary and grammar, develop phonic awareness and practise the four skills. The students have the opportunity to personalize the language presented in the Student's Book, take part in communicative speaking activities and carry out structured writing tasks. The Activity Book also has end-of-unit tests that can be used to monitor the students' progress.

The Teacher's Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Photocopiable role-play activities are included to help develop spoken fluency. Appendices at the end of the book provide an essential reference for the teacher.

The Audio extracts comprise recordings of all the listening texts, exercises, tests and phonic work in the Student's Book and Activity Book.





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